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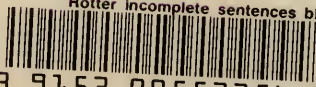


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MANUAL

THE ROTTER INCOMPLETE SENTENCES BLANK

College Form

JULIAN B. ROTTER

and

JANET E. RAFFERTY



The Psychological Corporation

New York 17, N. Y.

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College Form

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PART I

Chapter One

RATIONALE OF THE *INCOMPLETE SENTENCES BLANK*

PURPOSE OF THE *ISB*

The *Incomplete Sentences Blank* is an attempt to standardize the sentence completion method for use at the college level. Forty "stems" are completed by the subject. These completions are then scored by comparing them against typical items in empirically derived scoring manuals for men and women and by assigning to each response a scale value from 0 to 6. The total score is an index of maladjustment.

The scoring plan makes the technique useful as a gross screening instrument. The *ISB* is not intended to provide ratings in finer diagnostic terms. Those scoring above a predetermined cutting score can be referred to counselors for more careful study or can be identified as persons to be especially observed by appropriate staff members for evidences of maladjustment in their campus and classroom living.

THE SENTENCE COMPLETION METHOD

The sentence completion method of studying personality is a semistructured projective technique in which the subject is asked to finish a sentence for which the first word or words are supplied. As in other projective devices, it is assumed that the subject reflects his own wishes, desires, fears, and attitudes in the sentences he makes.

Historically, the incomplete sentences method is related most closely to the word association test. In some incomplete sentences tests only a single word or brief response is called for; the major difference appears to be in the length of the stimulus. In the sentence completion tests, tendencies to block and to twist the meaning of the stimulus words appear and the responses may be categorized in a somewhat similar fashion to the word association method.

However, there are certain differences in purposes and procedure which distinguish the sentence completion method from its antecedent. Even in tests where quickness of response is encouraged there is no attempt to measure speed of reaction and there is no real pressure for *immediate* association. The responses tend to provide information that the subject is willing to give rather than that which he cannot help giving. The method of analysis is frequently more similar

to that of the Thematic Apperception Test than to that of the word association method.

The general advantages of the sentence completion method can be summarized as follows.

1. There is freedom of response. That is, the subject is not forced to answer *yes*, *no* or ? to the examiner's question. He may respond, instead, in any way he desires.
2. Some disguise in the purpose of the test is present. Although the subject may be aware of the general intent, what constitutes a "good" or "bad" answer is not readily apparent to most subjects.
3. Group administration is relatively efficient. Most incomplete sentences tests can be given to a group of any size without apparent loss of validity.
4. No special training is ordinarily necessary for administration. Interpretation depends on the examiner's general clinical experience, although the examiner does not need specific training in the use of this method.
5. The sentence completion method lends itself easily to objective scoring for screening or experimental purposes. Although objective scoring has not been attempted in many tests of this type described in the literature, the *Incomplete Sentences Blank* demonstrates the ease with which relatively objective scoring may be done.
6. The time of administration tends to be shorter than for most tests and the time of scoring or analysis tends to be shorter than for most projective techniques.
7. The method is extremely flexible in that new sentence beginnings can be constructed or "tailor made" for a variety of clinical, applied and experimental purposes.

On the other hand, the method has three major disadvantages as compared to other personality measures.

1. Although susceptible to semi-objective scoring, it cannot be machine scored and requires general skill and knowledge of personality analysis for clinical appraisal and interpretation.
2. There is not as much disguise of purpose as in other projective methods. Consequently, a sophisticated subject may be able to keep the examiner from knowing what he does not wish to reveal.
3. Insufficient material is obtained in some cases, particularly from illiterate, disturbed or uncooperative subjects. Application of the method as a group test also requires writing and language skills and has not yet been adequately evaluated for potential clinical usefulness for younger children.

There are many different sentence completion tests in use. The literature on such tests has been reviewed by Bell (1), Rotter (13), and Rohde (8). This manual is concerned only with the use of the *Incomplete Sentences Blank* (ISB).

ADMINISTRATION

The items and instructions for the *ISB-College Form* are reproduced below.¹

Complete these sentences to express your real feelings. Try to do every one. Be sure to make a complete sentence.

- | | |
|------------------------------|--------------------------------|
| 1. I like . . . | 21. I failed . . . |
| 2. The happiest time . . . | 22. Reading . . . |
| 3. I want to know . . . | 23. My mind . . . |
| 4. Back home . . . | 24. The future . . . |
| 5. I regret . . . | 25. I need . . . |
| 6. At bedtime . . . | 26. Marriage . . . |
| 7. Boys . . . | 27. I am best when . . . |
| 8. The best . . . | 28. Sometimes . . . |
| 9. What annoys me . . . | 29. What pains me . . . |
| 10. People . . . | 30. I hate . . . |
| 11. A mother . . . | 31. This school . . . |
| 12. I feel . . . | 32. I am very . . . |
| 13. My greatest fear . . . | 33. The only trouble . . . |
| 14. In high school . . . | 34. I wish . . . |
| 15. I can't . . . | 35. My father . . . |
| 16. Sports . . . | 36. I secretly . . . |
| 17. When I was a child . . . | 37. I . . . |
| 18. My nerves . . . | 38. Dancing . . . |
| 19. Other people . . . | 39. My greatest worry is . . . |
| 20. I suffer . . . | 40. Most girls . . . |

These items are printed on a practical work blank. No further instructions are given except to repeat the printed instructions if necessary and to urge subjects to complete all the items. Administration to a group of any number of subjects is possible. The approximate average time for administration is twenty minutes.

DEVELOPMENT OF THE ISB

The *Incomplete Sentences Blank* consists of forty items revised from a form used by Rotter and Willerman (11) in the Army. This form was, in turn, a revision of blanks used by Shor (15), Hutt (5), and Holzberg (4) at the Mason General Hospital.²

In the development of the *ISB*, two objectives were kept in mind. One aim was to provide a technique which could be used objectively for screening and experimental purposes. It was felt that this technique should have at least some of the advantages of projective methods, and also be economical from the point of view of administration and scoring.

¹. For a discussion of stem modifications in other forms, see page 12.

². Rohde (9) has recently pointed out that some of the items of the incomplete sentence tests used in the Army are similar to items in a test copyrighted by her and Hildreth in 1941 and described in the psychological literature in 1946. The Rohde-Hildreth test was, in turn, modified from a test by Payne which had not been described in the psychological literature prior to 1946.

A second goal was to obtain information of rather specific diagnostic value for treatment purposes. It was not an objective to construct a measure that would describe the "whole personality" nor necessarily to expose the "deep layers" of personality or the "fundamental structure." If it is possible to do these things, the *ISB* was nevertheless not constructed with the primary goal of accomplishing such ends. Rather it was designed to save time for the clinician and to allow him to structure his first interviews advantageously before he had spent a great deal of time with a patient. In general, it probably does not provide the clinician with information that he cannot obtain in a lengthy interview; but it may save him that time and, perhaps, also prevent him from making some of the costly mistakes that occasionally are made with patients in a first or early interview.

It is to be noted that the instructions do not mention responding quickly or immediately as in some tests. The experience of Rotter and Willerman and of the present authors indicates that instructions which do stress immediate response tend to produce short answers like the responses to word association tests, but lacking the value of association responses since no actual measure of response time is available.

The items may be characterized, in general, as being short and unstructured—as in the sentences beginning "I . . ." and "Sometimes . . ."—and as being either neutral or referring to the first person. Third person stimuli, such as "He always worried . . .," or "Mary felt that . . .," are not used in the *ISB*. The authors' experience indicated that such items tended to produce stereotypes and to be literally referred to other people. Recently Sacks (14) has corroborated this in an experimental study which showed that first person items are superior to third person items for general clinical purposes.

Sentence beginnings are presented so that, with the page held in the normal position, the subject has only one line on which to write his completion. It is possible for the subject to crowd words on the line, or to write a double line in the space allotted. Such behavior, however, enters into the scoring system. Presentation of the sentences in any other fashion reduces the standard situation on which the numerical scoring is based.

The *Incomplete Sentences Blank* can be used, of course, for general interpretation with a variety of subjects in much the same manner that a clinician trained in dynamic psychology uses any projective material. However, a feature of the *ISB* is that one can derive a single over-all *adjustment score*. The method of scoring is described in Chapter Two and *scoring examples* constitute Part II of this manual. Essentially the method is to assign a scale value to each response in accord with the general principles stated in this manual and by matching responses with typical samples. This over-all adjustment score is of particular value for screening purposes with college students and in experimental studies. For example, it has been used in a college health service for selection of individuals needing psychological help as well as providing the potential therapist

with an early evaluation of the student. The *ISB* has also been used in a vocational guidance center to select students requiring broader counseling than was usually given, in experimental studies of the effect of psychotherapy, and in investigations of the relationship of adjustment to a variety of variables.

Detailed description of the development of the scoring examples and validation of the male and female college student scoring manuals is reported elsewhere (12). Theoretically scores can range from 0 to 240 (40 items times 6); practically, they range from around 70 to 200 with scores of 110 to 150 being most common.

RELIABILITY

Since the items on an incomplete sentence blank are not equivalent, the odd-even technique for determining reliability is not applicable and would tend to give a minimum estimate of internal consistency. Therefore, the items on the *ISB* were divided into halves deemed as nearly equivalent as possible. This yielded a corrected split-half reliability of .84 when based on the records of 124 male college students, and .83 when based on 71 female students.

The scoring plan involves judgments and matching of sentences against criterion sentences, so the reliability of *scoring* is an important factor.

Inter-scorer reliability for two scorers trained by the authors was .91 when based on 50 male records, and .96 for 50 female records. Further evidence of inter-scorer reliability was obtained by comparing the scores given by one of the scorers with those given by a clinical psychologist whose knowledge of the *ISB* was based entirely on a careful reading of this manual in its prepublication manuscript form. The records of the 50 male college students were transcribed. The independent psychologist scored the transcribed blanks which contained only the subjects' responses. The correlation between the two sets of scores was .90 and the difference between mean scores for the two raters was 2.3 points.

VALIDITY

The *Incomplete Sentences Blank* was validated on groups of subjects which did not include any of the cases used in developing the scoring principles and the scoring manuals. Scoring of the blanks was done "blindly"; the scorer never knew whether the test blank was supposed to be that of a maladjusted or an adjusted subject.

Validity data were obtained for the two sexes separately since the scoring manuals differ. The subjects included 82 females and 124 males who were classified as either adjusted or maladjusted, i.e., as needing personal counseling or as not needing such counseling. For each sex, the cases were divided into two groups because the rating on the criterion of adjustment was not

secured in the same manner for all subjects. Group I, for both sexes, includes students in classes in effective study and in mental hygiene who were rated by their instructors as either adjusted or maladjusted. The instructor, forced to classify all subjects in one category or the other, doubtless made judgments in many cases where he was relatively unsure of his ratings. The cases in Group I may be called "forced choice" cases. Group II, for females, includes 10 college students who were judged by advanced student clinicians as clearly maladjusted or well adjusted. Group II, for males, includes 46 cases who were either self-referrals to the psychological clinic for treatment or cases from the Occupational Opportunities Service, referred for personal counseling by the vocational advisors. All of the Group II males were considered maladjusted. The distributions of scores on the *Incomplete Sentences Blank* for the various groups are shown in Tables I and II.

TABLE I
DISTRIBUTION OF SCORES ON THE *Incomplete Sentences Blank* OF
82 FEMALES CLASSIFIED AS ADJUSTED OR MALADJUSTED

Score	Group I*		Group II†	
	Adjusted	Maladjusted	Adjusted	Maladjusted
180-184		1		
175-179		—		
170-174		—		
165-169		—		
160-164		2		2
155-159		3		1
150-154		—		2
145-149	2	2		1
140-144	5	4		
135-139	4	1		
130-134	5	1		
125-129	6	1		
120-124	6	1		
115-119	6	1	2	
110-114	4	2	1	
105-109	6	2	—	
100-104	1	1	—	
95-99	1		—	
90-94	3		—	
85-89	—		1	
80-84	1			
N	50	22	4	6
Mean	121.1	137.0	108.2	155.3

$$r_{bis} = .50$$

* Group I includes students in classes in effective study and in mental hygiene who were classified by their instructors as adjusted or maladjusted.

† Group II includes other students so classified by advanced student clinicians.

TABLE II

DISTRIBUTION OF SCORES ON THE *Incomplete Sentences Blank* OF
124 Males CLASSIFIED AS ADJUSTED OR MALADJUSTED

Scores	Group I*		Group II†
	<u>Adjusted</u>	<u>Maladjusted</u>	<u>Maladjusted</u>
180-184			1
175-179			5
170-174			2
165-169			3
160-164		1	5
155-159		1	7
150-154	1	1	1
145-149	1	1	—
140-144	—	2	4
135-139	4	5	7
130-134	5	1	2
125-129	6	2	3
120-124	10	5	3
115-119	9	1	3
110-114	11	—	
105-109	5	1	
100-104	2		
95-99	3		
N	57	21	46
Mean	119.4	133.7	149.2
$r_{bis} = .62$			

* Group I includes students in classes in effective study and in mental hygiene who were classified by their instructors as adjusted or maladjusted.

† Group II includes self-referrals to the psychological clinic for treatment and cases referred for counseling by advisors. All students in Group II were considered maladjusted.

It will be noted in Table I that there is a marked difference in the scores of the adjusted and maladjusted females of Group II. It is apparent, of course, that the number of cases in this group is very small. However, the distinct differentiation between adjusted and maladjusted cases is very encouraging evidence of validity of the *ISB*. The data for Group I females show considerable overlap between the scores of those rated "adjusted" and those rated "maladjusted." Since the classification by the instructors is probably quite fallible, this is not surprising. But despite the overlap, a cutting score of 135 on the *ISB* would correctly identify 78% of the adjusted cases and 59% of the maladjusted cases. The biserial correlation coefficient between the classification of adjusted and maladjusted and *ISB* scores for females in Group I is .50.

The data for males shown in Table II tend to support the judgments based on Table I. A cutting score of 135 would correctly identify 76% of the maladjusted cases in Group II. The same cutting score would correctly identify 89% of the adjusted cases and 52% of the maladjusted cases in Group I. The biserial correlation coefficient between classification and *ISB* scores for Group I is .62.

The data in Tables I and II may be summarized as follows.

1. Where the judges were quite definite in their ratings of adjusted and maladjusted cases, as they were in Group II females, the *ISB* scores disclose a marked difference between the two classifications.
2. With a group of people who might reasonably be considered maladjusted, such as Group II males, a cutting score of 135 would correctly identify 75 to 80 per cent of the group.
3. In Group I of both sexes the criterion classification of students as either adjusted or maladjusted is probably weakest. Instructors cannot possibly classify all of their students correctly. Nevertheless, the correlation coefficients between *ISB* scores and classification are .50 and .62 for females and males, respectively. Under the circumstances, these coefficients speak well for the validity of the instrument.

A cutting score of 135 provided a very efficient separation of adjusted and maladjusted students in the data just presented. It is not, however, a magic figure which miraculously separates the truly adjusted from the truly maladjusted. For screening purposes the critical score will be controlled by the purpose of the screening and the facilities available. For example, a score of 145 might be more suitable where facilities allow for the special examination of only the more obviously disturbed students. On the other hand, if the test is being used to screen out maladjusted subjects in order to make up some experimental sample and if a truly "pure" group is wanted, a cutting score of 110 might be appropriate.

The study of Morton (6) provides further data bearing on the validity of the *ISB*. Morton gave the *ISB* with other measures of adjustment to nineteen pairs of subjects. One subject of each pair was given brief psychotherapy and the other was not. Experienced, independent judges made ratings from recorded interviews. These ratings, the Mooney Problem Check List, and the *ISB* scores were obtained for all cases at the time of the initial interview. They were obtained again approximately three months after the cessation of treatment for the experimental cases and three months after the initial interview for the control, or untreated, cases. Mean scores for the treated and untreated groups were similar before therapy. The *ISB* correlated .53 with the judges' ratings and .40 with the Mooney Problem Check List. Biserial correlation between the final *ISB* scores and treated and untreated groups was .50. Since the tests were scored "blindly" by someone who was not aware of whether a subject was a control or an experimental case, the results suggest a significant relationship between scores on the *ISB* and the current ratings of expert judges.

NORMATIVE DATA

A distribution of scores on the *ISB* for a representative college freshman population was obtained by giving the *Incomplete Sentences Blank* to 299 entering freshmen at Ohio State University. There was no reason to believe that the sample of 299 was in any way atypical of the much larger total freshman class. (A comparison between the median percentile ranks on the Ohio State Psychological Examination of the sample and of the total freshman population showed a difference of approximately two percentile points.) The agreement between corresponding first and third quartile points was also very close. It was interesting to find that the correlation coefficient between the Ohio State Psychological Examination scores and *ISB* scores for the selected freshman sample was only .11. This is in accord with the general feeling that very little relationship would exist between intelligence and scores on a personality measure such as the *Incomplete Sentences Blank*.

The distributions of *ISB* scores for the 299 college freshmen are shown for each sex in Table III.

TABLE III
DISTRIBUTION OF *Incomplete Sentences Blank* SCORES FOR
85 FEMALE AND 214 MALE COLLEGE FRESHMEN

Scores	Females		Males	
	Frequency	Cumulative Per Cent	Frequency	Cumulative Per Cent
170-174			1	100
165-169			—	
160-164	2	100	1	99
155-159	—		6	99
150-154	2	98	8	96
145-149	4	95	9	93
140-144	7	91	13	88
135-139	13	82	25	82
130-134	12	67	31	71
125-129	10	53	37	56
120-124	14	41	21	39
115-119	5	25	21	29
110-114	6	19	19	19
105-109	5	12	10	10
100-104	4	6	8	6
95-99	—		3	2
90-94	—		1	1
85-89	—			
80-84	—			
75-79	1	1		
N	85		214	
Mean	127.4		127.5	
S D	14.4		14.2	

APPLICATION OF THE SCORING MANUALS

Since the scoring manuals have been developed on college students, their applicability to the general population is undetermined. Occasional use of the manuals with high school seniors *suggests* that the college manuals might be profitably used in precollege counseling. Use of the *ISB* for diagnostic purposes in mental institutions is being explored; but it appears at this time that for such purposes scoring would have to be done on several dimensions. The present research and these scoring manuals are based on studies of *college students* only. It is assumed that the printed form labeled *Incomplete Sentences Blank—College Form* will be used with college students and occasionally with upper level high school students.

HIGH SCHOOL AND ADULT FORMS

In order to use the *ISB* with nonschool adult or high school populations, modifications in certain stems are necessary. Therefore, in the published blank which is labeled *Incomplete Sentences Blank—Adult Form* the following changes have been made.

- Item 7: Boys . . . to Men . . .
- Item 14: In high school . . . to In school . . .
- Item 31: This school . . . to This place . . .
- Item 40: Most girls . . . to Most women . . .

In the published blank which is labeled *Incomplete Sentences Blank—High School Form* these changes have been made.

- Item 4: Back home . . . to At home . . .
- Item 14: In high school . . . to In the lower grades . . .
- Item 17: When I was a child . . . to When I was younger . . .
- Item 19: Other people . . . to Other kids . . .
- Item 26: Marriage . . . to Dating . . .
- Item 31: This school . . . to At school . . .

It should be borne in mind that no formal standardization with general adults or high school students has been carried on. When research has been completed, scoring manuals for these forms will be released. However, as the stem modifications for both forms are very slight, there is reason to believe that the scoring principles and the present scoring manuals should be applicable when used by competent clinical workers.

GENERAL APPLICATION OF THE METHOD

The incomplete sentences method, incorporating as it does many of the advantages of the economical so-called objective personality tests and also of the projective techniques, appears to be a promising instrument for a variety of purposes. Research underway (2) indicates its promise for the study of social attitudes, and it seems likely that it can be used as a selection device for personnel in business and industry from unskilled workers to top leadership. In each new problem a modified blank and a new scoring manual would be advisable, but it appears that the general method of devising and testing the validity of new scoring manuals could follow the procedure described in detail by Rotter and Willerman (11) and Rotter, Rafferty and Schachtitz (12).

Both in individual case studies and in experimental work in the field of clinical psychology as well as in problems not specifically concerned with adjustment, this method might be applied for the study of specific personality variables. In fact, the incomplete sentences' greatest asset as a method is its flexibility and the ease with which it can be adapted to a multitude of purposes.

Chapter Two

SCORING THE *ISB*

THE USE OF THE SCORING EXAMPLES

Sentence completions are scored from examples in the scoring manuals by assigning a numerical weight from 0 to 6 for each sentence and totaling the weights to obtain the over-all score. The scoring examples in Part II of this manual are given to facilitate the assignment of weights to responses. They are from *ISB* responses of 58 male and 53 female college students, ranging from extremely well-adjusted persons to those judged to be in need of psychotherapy. Since the scoring examples are illustrative and representative of common responses with no intent to list all possible sentence completions, a set of scoring principles will be presented. These principles are intended to aid in determining the correct weight for a completion when a very similar statement cannot be found in the scoring examples.

In order to provide the potential user of the *ISB* with "supervised" experience before attempting to score clinical or experimental records, six randomly selected sample records have been placed in Chapter Three. The correct scoring for these records is given at the end of that chapter. These examples will enable the clinician to check his scoring against that of the authors'. They may also be used by a clinic supervisor to check the scoring ability of any student or general scorer.

Sentence completions used for illustrative purposes in the following discussions are taken almost entirely from the manual for male students.

SCORING PRINCIPLES

1. Omission responses

Omission responses are designated as those for which no answer is given or for which the thought is incomplete. Omissions and fragments are not scored. It might be thought that omission responses are representative of psychological blocks and, therefore, maladjustments. This seems to be true in some cases. However, it has been found that such an hypothesis is not tenable in the majority of instances. This conclusion was reached by the authors, as well as by Rotter and Willerman, after study showed that omission responses appear as often in the records for adjusted subjects as for the maladjusted.

It is recognized that in a clinical situation omissions are occasionally provocative since they may point to areas of conflict which the individual does not recognize or cannot bring himself to express. In cases such as these they are, of course, worthy of further exploration. For example, the paper may have frequent references to the mother as a "very wonderful person" and no response given to the stimulus, "My father . . ."

Occasionally it is found that, although the stimulus elicits a response, the response cannot be scored because the thought is incomplete and the meaning is not clear. Examples which are to be considered omissions are as follows: "I suffer . . . from ----"; "What annoys me . . . is for someone ----"; "In high school . . . I ----" (This rule of not scoring the item does not apply, however, to essentially meaningless groups of words which are stereotypes, song titles or commonly found responses. For further discussion, see rules concerning *neutral* responses.)

There are certain cases in which a sentence, although not actually complete, is scored because one complete thought has been expressed. For example, "Most girls . . . don't appeal to me except sexually because ----"; or, "I hate . . . the thought of going home since ----"

For all responses which are subsumed under the heading of incomplete thoughts or omissions, no scoring is made. After the remainder of responses has been scored, these unevaluated items are prorated by the formula: $\left(\frac{40}{40 - \text{omissions}}\right)$ times the total score. However, if there are more than twenty omissions, the paper is considered unscorable for all practical purposes.

2. Conflict responses

"C," or conflict, responses are those indicating an unhealthy or maladjusted frame of mind. These include hostility reactions, pessimism, symptom elicitation, hopelessness and suicidal wishes, statements of unhappy experiences, and indications of past maladjustment. Examples of these types of reactions follow. "I hate . . . almost everyone." "People . . . destroy what they build." "I suffer . . . from dizzy spells." "Sometimes . . . I wonder what's the use." "I wish . . . I were dead." "When I was a child . . . I spent most of my time in a hospital bed." "In high school . . . I was extremely self-conscious and backward."

Some conflictive responses have been elicited by stimuli which presuppose a negative reply, but there is a large group of "C" responses which consists of twisted answers. In reply to the stimulus "I like . . .," the completion may be, "to be alone." Other examples of twisting are: "The happiest time . . . ends badly." "The best . . . years of my life are wasted."

Responses range from C1 to C3 according to the severity of the conflict or maladjustment expressed. The numerical weights for the conflict responses are C1 = 4, C2 = 5 and C3 = 6.

Typical of the C1 category are responses in which concern is expressed regarding such things as the world state of affairs, financial problems, specific school difficulties, physical complaints, identifications with minority groups, and so on. In general it might be said that subsumed under C1 are minor problems which are not deep-seated nor incapacitating, and more or less specific difficulties. Here are examples. "The future . . . looks rather black, at least for the near future of our country." "The only trouble . . . is financial." "I regret . . . my ignorance of subject matter." "I suffer . . . from sinus." "What pains me . . . is racial intolerance."

More serious indications of maladjustments are found in the C2 category. On the whole, the responses refer to broader, more generalized difficulties than are found in C1. Included here are expressions of inferiority feelings, psychosomatic complaints, concern over possible failure, generalized school problems, lack of goals, feelings of inadequacy, concern over vocational choice, and difficulty in heterosexual relationships as well as generalized social difficulty. Here are some sample responses. "Other people . . . don't seem to be very impressed with me." "I suffer . . . headaches." "My greatest worry is . . . I will fail to attain my goal in life." "I can't . . . concentrate." "I wish . . . I could be as natural and confident as most people." "I regret . . . not having any goals to work towards." "My greatest fear . . . is that I'll be disinterested in the vocation I train myself for." "Most girls . . . are *only* looking for husbands."

Expression of severe conflict or indications of maladjustments are rated C3. Among the difficulties found in this area are suicidal wishes, sexual conflicts, severe family problems, fear of insanity, strong negative attitudes toward people in general, feelings of confusion, expression of rather bizarre attitudes, and so forth. Examples in this category are: "I wish . . . I were dead." "I regret . . . prolonged autoeroticism and fear that I might not be able to make a normal sexual adjustment." "The only trouble . . . is an inner confusion." "Sometimes . . . I think people watch me."

3. Positive responses

"P," or positive, responses are those indicating a healthy or hopeful frame of mind. These are evidenced by humorous or flippant remarks, optimistic responses, and acceptance reactions. Examples are as follows: "What annoys me . . . are people who squeeze the toothpaste tube in the middle." "The best . . . is yet to come." "People . . . are fun."

Here, too, one finds twisted responses, but in this category fall those in which the stimuli suggest a negative reply and the response given is a positive one. For example, such a response made to "I can't . . ." is "be two places at one time." Further examples of the twisted responses are: "I suffer . . . from cold ears on mornings such as today." "The only trouble . . . is that there are not more hours in the day."

Responses range from P1 to P3 depending on the degree of good adjustment expressed in the statement. The numerical weights for the positive responses are $P1 = 2$, $P2 = 1$ and $P3 = 0$.

In the P1 class common responses are those which deal with positive attitudes toward school, hobbies, sports, expressions of warm feeling toward some individual, expressed interest in people, and so on. Examples illustrating typical responses in the P1 category are: "I . . . am glad I started to college." "I like . . . sports." "The best . . . friend I have is Betty." "People . . . are interesting."

Generally found under the heading of P2 are those replies which indicate a generalized positive feeling toward people, good social adjustment, healthy family life, optimism, and humor. "I am best . . . when I'm with people." "Most girls . . . appeal to me." "Back home . . . are a couple of swell parents." "I like . . . dancing." "The best . . . woman is my wife." "The happiest time . . . is yet to come."

Clear-cut good-natured humor, real optimism, and warm acceptance are types of responses which are subsumed under the P3 group. "I like . . . a great many things." "The best . . . is yet to come." "People . . . are swell." "I feel . . . happy." "I regret . . . to hear the alarm clock."

The ISB deviates from the majority of tests in that it scores humorous responses. Most tests make no allowance for the scoring of humor and, as a matter of fact, some specifically request the subject not to answer humorously. By so doing they fail to recognize that humor is a healthy way to meet frustrating situations. One of the dangers in scoring may be that these items are less reliable because of the difficulty in defining humor, but it seems a worthwhile addition.

4. Neutral responses

"N," or neutral, responses are those not falling clearly into either of the above categories. They are generally on a simple descriptive level. Responses—such as "Most girls . . . are females."—which evade the purpose of the test are generally scored as neutral. Stereotypes, catch phrases, song titles, and expressions of common cultural clichés are usually scored as neutral, as are commonly found, essentially meaningless completions. Examples of responses in the order listed are as follows: "Boys . . . will be boys." "When I was a child . . . I spake as a child." "Sometimes . . . I wonder why I spend each lonely night dreaming of a song!" "People . . . who are truthful will be rewarded." "Back home . . . on the farm."

After some familiarity with the test it may be seen that there are two general types of responses which account for a large share of those that fall in the neutral category. One group includes those lacking emotional tone or personal reference. The other group is composed of many responses which are found as often among maladjusted as among adjusted individuals and through clinical judgment could not be legitimately placed in either the "C" or "P" group. All the "N" responses are scored 3.

Deviation from the generalizations regarding the scoring of "C," "P" or "N" responses may occur and, if they do, examples will be listed in the scoring manual. For example, at first glance the response, "My greatest fear . . . I have no fear," would probably fall into a "P" category. However, the response is essentially one of conflict and given by maladjusted individuals, so it is placed in the C3 category. Another example might be, "I am best . . . when happy," which is not rated as "P," but rather "C," because of the implication that it is not a frequent occurrence.

5. The scoring manuals as guides

The scoring manuals, one for males, one for females, are to serve as guides to be followed *as closely as possible*. All possible responses for each of the different numerical weights are not given. Many times a generalization is listed for a category of a particular item in order to aid the scoring. An example in which it is possible to score a certain response with the aid of a generalization is, "I can't . . . study chemistry." Although such a response is not listed *per se* in the C1 category, one finds the generalization "study specific subject matter." "What annoys me . . . is myself." is not found in the manual, but in the C2 category one finds, "things about self or other's reaction to self." "In high school . . . I was captain of the football team." is scored P2 because of the general rule for that item—"statement of participation in sports or activities."

In other cases there are responses which are not found in the manual and for which there is no general rule. These can be scored by noting other responses for that item. For example, although "I hate . . . failures." is not found in any category for that item, it most closely approximates the tone of those in the C2 class and the general types of responses for C2. "I suffer . . . bad habits." is seen to fall in the C2 category, although it is not specifically listed. "The best . . . things in life aren't free," on the other hand, fits best into the C1 class.

6. Independent scoring of items

Each response is to be scored and evaluated independently of all others, except when there is a clear-cut reference to a previous statement. It is, of course, important in the scoring of any papers to avoid the halo effect as much as possible so that the measurement can be reliable. This is equally necessary here for, if each response is not scored independently of all others, there is a tendency to rate all responses in light of the over-all picture. For example, in scoring the record of a maladjusted individual there is apt to be a bias in the direction of "C," when certain of the responses most surely should be scored "N" or "P."

However, in some cases a response refers directly to a previous item, and it would not be reasonable to score it independently of the first. In such an instance, therefore, a previous response must be used in the evaluation of the later one. Examples of this are as follows. "I wish . . . he were dead" in one record had reference to the preceding sentence when the individual said,

"The only trouble . . . is I wish I could forget I'll be like my father." The response, "I . . . think I can if the rungs of the ladder stay in place when I put them there," is not very meaningful until it is seen that the previous statement was, "I secretly . . . desire to become great." Another instance is, "I secretly . . . blame my mother," which refers to a precedent, "My father . . . was a suicide."

There is one other type of situation in which greater reliability of rating is achieved if the response is taken in light of the over-all picture. This occurs when the individual's frame of reference alters the evaluation considerably, as in the record of a boy who makes reference to coming marriage within a short time. In response to "Most girls . . ." he said "do not interest me much any more." If this were taken out of context of the whole record it would be rated differently than if the context were also utilized. Another illustration is that of a male student who is married and states, "The happiest time . . . is with my family." Such a response from an unmarried student would be rated quite differently.

7. Qualifications

Responses which start like an example in the manual but are differently qualified are scored with a consideration of these qualifications. For example, it may be seen that the following responses should be scored higher than if they had not been qualified. "Sports . . . I have always liked, yet they don't hold my interest like they did." "Back home . . . is the family and a swell town, but I don't like it too well." "People . . . are all right, but I don't like being in a crowd like parties." "This school . . . is O.K., but it's too close to home."

There are also responses which will be given lower ratings than they would get without the qualification. Common among these are responses given by individuals subsequent to therapy. "The future . . . is uncertain, but I think I can lick it." "Back home . . . life was pretty miserable, but I think I can cope with the situation now."

Such qualifications may change the weighting of the response by one or more points.

8. Extreme weights

Examples are not given for extreme weights (0 or 6) in some items, usually because extreme responses to those items are rare. These weights may be assigned, however, if clearly warranted. In cases when a response seems to be more extreme than the examples cited, then it is permissible to use an extreme weight. If the following responses were given they would be scored 6, although there are no examples listed for these items. "Sports . . . should not be allowed for mixed groups because they are too stimulating." "Reading . . . is one thing I hate."

9. Generality of scoring illustrations

Where precedent for scoring a given response cannot be found in the examples for that item, the examiner may look for a similar response to another item. There are several stimuli which are very similar and elicit the same types of responses so that cross reference is possible. However, male and female manuals are *not* to be used interchangeably. Items which are commonly reacted to as equivalents are these. "What annoys me . . .," "What pains me . . .," and "I hate . . .," "My greatest fear . . ." and "My greatest worry . . .," "People . . ." and "Other people . . .," "The happiest time . . ." and "The best . . .," "I need . . ." and "I wish . . ."

An individual might say, "What annoys me . . . is my home life." There is no example given under this item, but by referring to item 29, "What pains me . . .," the response can be found under C3. For item 29 the completion, "What pains me . . . is doing things I don't like," does not have a similar example, but item 30, "I hate . . .," has this response classified as C1. Another example is "The best . . . time is having a party," which may be scored by referring to item 2, "The happiest time . . .," "I wish . . . I had more friends" can be rated by referring to item 25, "I need . . ."

Using other items as examples for the scoring is particularly important in item 28, "Sometimes . . .," and item 37, "I . . .," which are so unstructured that just about any type of response may be given. In these two items especially, it is often necessary to refer to other items for accurate evaluation.

10. Unusually long responses

In cases where the response is unusually long, it should be given an additional point in the direction of "C" *unless it has already been rated 6*. It has been found that the maladjusted individual often writes long involved sentences as if compelled to express himself fully and not be misunderstood. On the other hand, the well-adjusted person frequently replies to the stimuli with short concise statements. For example, one poorly adjusted individual wrote, "I am best when . . . I am under no pressure of responsibility concerning the accomplishment of a given thing within a certain specified time." An adjusted person wrote, "I am best when . . . I'm having a party." This does not seem to be a function of intelligence as might be hypothesized. The previous responses were from two subjects of superior intelligence. The following are reactions of two individuals of lesser ability. The maladjusted student wrote, "I like . . . agriculture, to read short stories, to go with a nice rather quiet girl who doesn't drink or smoke, and other fellows, and to eat and sleep." A well-adjusted individual wrote simply, "I like . . . people." If a completion includes a qualification as well as being unusually lengthy, the clinician will have to use his own judgment in determining to what extent the initial scoring of the response should be changed.

The only exception to this rule concerns neutral completions. If the response is a common quotation, stereotype or song title, it is always scored as neutral, regardless of length.

Chapter Three

SIX PRACTICE CASES

Following are *ISB* records of six college students. Correct scoring for these will be found at the end of this chapter.

As has been stated previously, the weights to be assigned are as follows: $C3 = 6$, $C2 = 5$, $C1 = 4$, $N = 3$, $P1 = 2$, $P2 = 1$, $P3 = 0$. A further word should be said about long responses. It has been found useful as a rough measure to consider the statement as lengthy if the *response* (excluding the stimulus) is greater than ten words. In such cases the weight given is increased by one point, except when the essence of the completion would have been rated as 6, since the greatest weight assigned to any response is 6. As stated previously, this rule does not apply to common quotations, stereotypes or song titles, which are always scored as neutral.

For convenience, it is suggested that an *Incomplete Sentences Blank* be used for recording the scores for the following practice cases.

PRACTICE ISB RECORDS

Record 1—Male

1. I like . . . mellow music.
2. The happiest time . . . of my life is when I can do things for other people.
3. I want to know . . . why people think like they do.
4. Back home . . . things are pleasant, and yet I like being away from home more.
5. I regret . . . that I have not made more of myself so far in life.
6. At bedtime . . . I like listening to the radio.
7. Boys . . . are regular Joes.
8. The best . . . I can do is not good enough.
9. What annoys me . . . is someone getting angry with me.
10. People . . . are interesting.
11. A mother . . . is a person's dearest friend.
12. I feel . . . tired but in a fairly good mood.
13. My greatest fear . . .
14. In high school . . . I wasted too much time.
15. I can't . . . seem to get ahead in life as fast as I would like to.
16. Sports . . . are very relaxing.
17. When I was a child . . . I liked to imagine things.
18. My nerves . . . are generally very steady.
19. Other people . . . amuse me.
20. I suffer . . . very little.
21. I failed . . . very few things that I have started.
22. Reading . . . does not particularly interest me, but I like to know things from books.
23. My mind . . . is generally free from worry.
24. The future . . . is hard to anticipate.
25. I need . . .
26. Marriage . . . doesn't particularly interest me now.
27. I am best when . . . I am alert.
28. Sometimes . . . I wonder what the future will bring.
29. What pains me . . . is seeing the results of wrongs.
30. I hate . . . things that are dirty and corrupt.
31. This school . . . holds my interest.
32. I am very . . . enthusiastic.
33. The only trouble . . . is that automobiles are too high priced.
34. I wish . . . I had a little more money.
35. My father . . . is a Jack of all trades.
36. I secretly . . .
37. I . . . have no secrets.
38. Dancing . . . is one thing I like doing.
39. My greatest worry is . . . not taking some things seriously enough.
40. Most girls . . . are fickle, especially blondes.

Record 2—Male

1. I like . . . things which do not contribute to tangible wealth.
2. The happiest time . . . for me is when I am traveling, far away from the city, with a good book at hand.
3. I want to know . . . specific ways to overcome my dilemma.
4. Back home . . . we are beginning to achieve a modicum of happiness.
5. I regret . . . that I cannot wholly revamp my life.
6. At bedtime . . . there is surcease to the day's toil.
7. Boys . . . are the happiest of human creatures being carefree.
8. The best . . . minds of the past worked out their lives independently.
9. What annoys me . . . is the attempt to fit me to the standards of others.
10. People . . . are generally callous enough so that life is not too bruising.
11. A mother . . . should be capable of easing her child over adolescent pitfalls.
12. I feel . . . that I should be striving to amount to something but am not doing so.
13. My greatest fear . . . being utterly penniless in middle age, one of life's supernumerals.
14. In high school . . . I wasted my time on worthless subjects.
15. I can't . . . mix as well as others.
16. Sports . . . hold no especial interest for me.
17. When I was a child . . . I was withdrawn and yet I frittered away my time.
18. My nerves . . . are easily effected by stress.
19. Other people . . . are generally not affected by life's daily demands.
20. I suffer . . . from a consuming lack of self-confidence.
21. I failed . . . to spend my high school years profitably.
22. Reading . . . holds a continued interest for me.
23. My mind . . . is too unstable to enter into work requiring a great amount of social contact.
24. The future . . . seems so uncertain that I am troubled yet I am doing nothing to prepare for it.
25. I need . . . to achieve mental stability.
26. Marriage . . . requires that one be well adjusted with himself—something I am not.
27. I am best when . . . with people who are my intellectual inferiors.
28. Sometimes . . . I feel life is a worthless battle.
29. What pains me . . . are the violent moods I constantly fight against.
30. I hate . . . intricate details about mechanical work.
31. This school . . . is attended by students greatly divergent in capability.
32. I am very . . . indifferent to some of mankind's strongest motivations.
33. The only trouble . . . with wealth is the inevitable surfeit with leisure.
34. I wish . . . that I had greater inherent potentialities.
35. My father . . . was a frustrated man.
36. I secretly . . . aspire to roam the world.
37. I . . . hope I never become a five-day-a-week drudge.
38. Dancing . . . is sheer triviality but is the best entree to society.
39. My greatest worry is . . . stated in the question, "Shall I ever amount to *anything?*"
40. Most girls . . . prefer the "Joe College" type of fellow.

Record 3—Female

1. I like . . . dancing better than any other recreation.
2. The happiest time . . . of my life started when I met my boy friend.
3. I want to know . . . everything I possibly can.
4. Back home . . . there is a great many things to do.
5. I regret . . . not going to college sooner.
6. At bedtime . . . I am always very tired and fall asleep immediately.
7. Boys . . . are what men remain all their life.
8. The best . . . time of my life is right now.
9. What annoys me . . . very much are brassy streetcar conductors.
10. People . . . are more entertaining to watch than movies, etc.
11. A mother . . . is what I hope I will be to twins.
12. I feel . . . wonderful!
13. My greatest fear . . . seems to be insects although I don't know why.
14. In high school . . . I was fortunate enough to be salutatorian.
15. I can't . . . see any sense to these questions at all.
16. Sports . . . , which I especially enjoy, are tennis and swimming.
17. When I was a child . . . I had a very happy home life.
18. My nerves . . . are very well controlled.
19. Other people . . . interest me, and I like to be around them.
20. I suffer . . . frequent headaches, which bothers me.
21. I failed . . . at nothing really important to me.
22. Reading . . . is a favorite pastime of mine.
23. My mind . . . is not easily turned once it is made up.
24. The future . . . lying before me looks wonderful.
25. I need . . . nothing, in particular.
26. Marriage . . . seems to be a pretty good idea.
27. I am best when . . . doing something exciting.
28. Sometimes . . . my mind wanders.
29. What pains me . . . is the sight of deformed people.
30. I hate . . . to go back to work after a vacation.
31. This school . . . has too much prejudice.
32. I am very . . . happy most of the time.
33. The only trouble . . . is finding a house to live in.
34. I wish . . . I were married.
35. My father . . . works too hard.
36. I secretly . . . would like to be a dancing teacher.
37. I . . . had better get busy and get some work done.
38. Dancing . . . is what I never tire of.
39. My greatest worry is . . . getting enough sleep.
40. Most girls . . . are easy to get along with.

Record 4—Female

1. I like . . . my roommate.
2. The happiest time . . . is too seldom.
3. I want to know . . . what I want, what I'm missing.
4. Back home . . . there is lovely snow - - - the trees make the city look like Fairyland.
5. I regret . . . that I can't go to Lewisburg this Christmas.
6. At bedtime . . . I no longer say my prayers.
7. Boys . . . are interesting while young - - - but grown into brutes by the time they have earned the title "men".
8. The best . . . way to be happy is just not to think.
9. What annoys me . . . is Alex' constant "I'll call you, Baby." which to me means, "I won't phone you." Also Lita's unreasoning mind.
10. People . . . come in a wider variety than anything else I can think of - - - there is no more interesting subject.
11. A mother . . . should be honest with herself and her children, should love them, but not enough to hurt them, should see them for what they are.
12. I feel . . . rather warm from running—rather excited at the approaching of Bob's arrival time.
13. My greatest fear . . . is that it will all be over before I've been able to discover why it existed at all.
14. In high school . . . I had a gay time - - - I was a blind dope.
15. I can't . . . leave other people's problems to themselves.
16. Sports . . . are always interesting when participating, sometimes when a spectator, rarely on days like this.
17. When I was a child . . . "I spake like a child", but now I am a woman, and I speak like a child.
18. My nerves . . .
19. Other people . . . are *always* interesting when you are first becoming acquainted; when you know them, there are all degrees of fascination.
20. I suffer . . . not one bit.
21. I failed . . . because I was unable to let the best in me come to the surface.
22. Reading . . . is an interesting occupation, but I must be more careful of my choice of books.
23. My mind . . . is far too often incongruent and illogical. In general, it is filled with cobwebs; they glint when the sun shines.
24. The future . . . worries me, only because it is the first time in my life I haven't been sure of what it is.
25. I need . . . somebody to love me.
26. Marriage . . . is *not* made in Heaven.
27. I am best when . . . by myself.
28. Sometimes . . . I feel very, very depressed, without reason.
29. What pains me . . . is the constant centering of my thoughts upon myself while talking to others, upon my job and my friends when by myself.
30. I hate . . . Miles—and no one else.
31. This school . . . is like most universities, full of an exciting assortment of people, but is too old-fashioned and undemocratic.
32. I am very . . . self-centered.
33. The only trouble . . . is my adolescence didn't start until I was 17.
34. I wish . . . for little, at first, but as I get it, I wish for more and more.
35. My father . . . is a grand guy. If only he had more up-to-date ideas.
36. I secretly . . . feel like going to Lewisburg, but I could never explain my presence there, or my absence here.
37. I . . . should have died twenty months ago. People would have thought it sadder then, and everyone might have enjoyed himself over it thoroughly.
38. Dancing . . . is a *grand* pastime.
39. My greatest worry is . . . how to keep from worrying.
40. Most girls . . . are shallow, and are determined to stay that way.

Record 5—Male

1. I like . . . to be with people I feel comfortable with.
2. The happiest time . . . I had was in high school.
3. I want to know . . . what to do about my condition.
4. Back home . . . all my friends are married or gone.
5. I regret . . . that I have changed.
6. At bedtime . . . I usually say a prayer.
7. Boys . . . don't seem to like me very well.
8. The best . . . thing in the world is love.
9. What annoys me . . . is my roommate.
10. People . . . are good as a whole.
11. A mother . . . is one of the greatest people in the world.
12. I feel . . . dizzy a lot of the time.
13. My greatest fear . . . is of death.
14. In high school . . . I had a lot of fun.
15. I can't . . . play basketball or football well.
16. Sports . . . is a field I am not good in.
17. When I was a child . . . I wasn't unhappy like I am now.
18. My nerves . . . bother me a lot.
19. Other people . . . don't get acquainted with me very well.
20. I suffer . . . from getting too excited all the time.
21. I failed . . . to do a good job when I made a record for speech.
22. Reading . . . bothers my eyes.
23. My mind . . . is just of average intelligence.
24. The future . . . doesn't look very good.
25. I need . . . someone that I can trust to talk to.
26. Marriage . . . is a good thing but I don't think I can ever marry.
27. I am best when . . . I am with a few people that I like.
28. Sometimes . . . I get spots in front of my eyes.
29. What pains me . . . is that my face gets red when I am the center of attraction.
30. I hate . . . people who show off.
31. This school . . . is not very friendly.
32. I am very . . . discouraged at times.
33. The only trouble . . . is that I don't have any friends any more.
34. I wish . . . I were normal.
35. My father . . . is a good guy.
36. I secretly . . . want things I can't have.
37. I . . . am frustrated.
38. Dancing . . . is a lot of fun.
39. My greatest worry is . . . that I do not get along with girls.
40. Most girls . . . don't like me too well.

Record 6—Female

1. I like . . . to eat.
2. The happiest time . . . is when you are young.
3. I want to know . . . many people.
4. Back home . . . is where I will be three weeks from now.
5. I regret . . . nothing at this moment.
6. At bedtime . . . I like to have a cigarette.
7. Boys . . . can be so stupid.
8. The best . . . things in life are free.
9. What annoys me . . . is someone cracking his knuckles.
10. People . . . are funny.
11. A mother . . . deserves a lot of credit.
12. I feel . . . fine.
13. My greatest fear . . . is snakes.
14. In high school . . . I didn't study much.
15. I can't . . . cook.
16. Sports . . . are great fun.
17. When I was a child . . . I was fat.
18. My nerves . . . are not always calm.
19. Other people . . . can be so inconsiderate.
20. I suffer . . . from hay fever.
21. I failed . . . to set the alarm last night.
22. Reading . . . , writing, and arithmetic are taught in school.
23. My mind . . . is in a dither.
24. The future . . . is questionable.
25. I need . . . self-confidence.
26. Marriage . . . is not always something wonderful.
27. I am best when . . . I have had eight hours of sleep.
28. Sometimes . . . I get discouraged.
29. What pains me . . . are people with money.
30. I hate . . . no one.
31. This school . . . is very large.
32. I am very . . . content.
33. The only trouble . . . is they are too young to get married.
34. I wish . . . I were very intelligent.
35. My father . . . is very kind to us.
36. I secretly . . . do nothing.
37. I . . . hate secrets.
38. Dancing . . . is enjoyed by most young people.
39. My greatest worry is . . . money.
40. Most girls . . . are silly.

SCORING OF PRACTICE ISB CASES

General: Whenever weights are starred it means that the original weight has been increased by one point because of length.

Record 1—Male

1.	3	11.	4	21.	3	31.	1
2.	3*	12.	3	22.	5*	32.	1
3.	2	13.	om.	23.	1	33.	2
4.	2*	14.	4	24.	3	34.	4
5.	5*	15.	6*	25.	om.	35.	3
6.	3	16.	2	26.	3	36.	om.
7.	1	17.	4 ^a	27.	3	37.	1
8.	4	18.	1	28.	3	38.	2
9.	5	19.	2	29.	4	39.	4
10.	2	20.	2	30.	4	40.	4

Total Score: 109 Score corrected for omissions (see page 14): 118

Record 2—Male

1.	4	11.	5	21.	4	31.	3
2.	5*	12.	6*	22.	2	32.	5
3.	5	13.	5*	23.	6	33.	4
4.	4	14.	4	24.	6*	34.	5
5.	5	15.	5	25.	6	35.	5
6.	4	16.	5	26.	6*	36.	3
7.	5 ^b	17.	6	27.	6	37.	4
8.	4	18.	5	28.	6	38.	5
9.	6*	19.	5	29.	6	39.	6
10.	6*	20.	6 ^c	30.	4	40.	4

Total Score: 196

Record 3—Female

1.	2	11.	1	21.	4	31.	4
2.	2	12.	0	22.	2	32.	0
3.	2	13.	4	23.	2	33.	3
4.	2	14.	2	24.	0	34.	4
5.	4	15.	2	25.	1	35.	4
6.	1	16.	2	26.	2	36.	2
7.	4	17.	1	27.	2	37.	3
8.	0	18.	2	28.	4	38.	1
9.	4	19.	1	29.	4	39.	4
10.	3	20.	5	30.	1	40.	2

Total Score: 93

Record 4—Female

1.	2	11.	6°	21.	6°	31.	5°
2.	5	12.	4°	22.	5°	32.	5
3.	5	13.	6°	23.	6°	33.	5
4.	4°	14.	5	24.	6°	34.	5°
5.	3	15.	4	25.	5	35.	2°
6.	4	16.	4°	26.	4	36.	4°
7.	6	17.	6°	27.	5	37.	6
8.	5	18.	om.	28.	6	38.	1
9.	6°	19.	3°	29.	6°	39.	4
10.	4°	20.	0	30.	5	40.	5

Total Score: 178 Score corrected for omissions (see page 14): 182

Record 5—Male

1.	4	11.	4	21.	4°	31.	4
2.	3	12.	6	22.	5	32.	5
3.	6	13.	5	23.	4	33.	5
4.	4	14.	0	24.	5	34.	6
5.	5	15.	3	25.	6	35.	0
6.	4	16.	5	26.	6	36.	4
7.	6	17.	5	27.	4 ^d	37.	5
8.	5	18.	6	28.	5	38.	1
9.	5	19.	5	29.	5°	39.	5
10.	1	20.	5	30.	5	40.	5

Total Score: 176

Record 6—Female

1.	3	11.	3	21.	2	31.	3
2.	4	12.	1	22.	3	32.	0
3.	3	13.	4	23.	4	33.	3
4.	3	14.	4	24.	3	34.	5
5.	2	15.	3	25.	5	35.	4
6.	3	16.	1	26.	4	36.	3
7.	4	17.	4	27.	3	37.	3
8.	3	18.	4	28.	5	38.	3
9.	3	19.	5	29.	4	39.	4
10.	3	20.	5	30.	1	40.	4

Total Score: 131

- Although there is a P1 category which has "I liked to ----," in this case the response is scored C1 because of its nature.
- This scoring illustrates the use of cross references in scoring items. See item 8, C2 category response, "was in childhood days."
- Scored 6 since the use of "consuming" increases the negative connotation.
- This is scored 4 since it is implied that the individual feels adequate and secure with only a limited or restricted group of people whom he knows very well.

Chapter Four

CLINICAL INTERPRETATION

For the clinician working directly with cases, the qualitative interpretation of the records will be of considerably more interest than a numerical score of adjustment. For such purposes no specific method of interpretation is recommended. The clinician's use of these materials will depend on his experience, his level of training, and his theoretical orientation. The sentence completions can be interpreted from a common sense point of view or at a symbolic psychoanalytic level; they can be analysed according to the Murray system of needs and presses or by the Social Learning system of hierarchy of goals. The kind of material obtained by the *ISB* is similar to that obtained by the TAT; and any of the methods used in TAT analysis, such as Murray (7), Rotter (10), Stein (16), and Tompkins (17), can be applied to sentence completions.

In order to illustrate *some* of the interpretations which can be made from the *ISB* which can serve to help the clinician arrive at an early understanding and structuring of his case, six records with comments on their interpretation will be presented. The purpose of these cases is to *illustrate* the potential value of the *ISB*, not to describe a method of qualitative interpretation.

Hypothetical names have been used in these instances.

RALPH SMITH

Ralph Smith is a veteran who entered a Veterans Administration Mental Hygiene Clinic with complaints of nervousness, many fears (particularly of people in authority), and some suspiciousness regarding other people. He was also suffering from recurrent malaria. The patient was 29 years old, married, had two children, and his parents were living but separated. In the army he had three years overseas, including four combat operations. His *ISB* responses are quoted below.

1. I like . . . to eat very good food.
2. The happiest time . . . of my life is when I hear "stars and stripes".
3. I want to know . . . what is wrong with me.
4. Back home . . . I have little or no pleasures.
5. I regret . . . to say that I am ashamed of my family.
6. At bedtime . . . I wish to stay up and walk.
7. Men . . . suggest ability to take work and respect in their stride.

8. The best . . . of me is spent in good movies.
9. What annoys me . . . most is death, dirt, drink, inloyalty.
10. People . . . are like me they all have there problems.
11. A mother . . . is a great heart fulfillment. If you have one.
12. I feel . . . that I would like to stand erect and salute the flag.
13. My greatest fear . . . is failure in being truthfully right.
14. In school . . . I fought all the smaller kids battles.
15. I can't . . . bring myself to do the things I want to do the most.
16. Sports . . . are things I would have liked to do better in.
17. When I was a child . . . I was forlorn and abused by a drunken father.
18. My nerves . . . are my greatest defeat.
19. Other people . . . have the ability I wish I had.
20. I suffer . . . most of all when I try to stand rigid.
21. I failed . . . in school because I had several cruel teachers.
22. Reading . . . is a wonderful gift.
23. My mind . . . is very clear when I am involved in medical work.
24. The future . . . is hopeless sure to fail.
25. I need . . . advice very badly.
26. Marriage . . . is a wonderful loyalty so long as I have the wife I have now.
27. I am best when . . . tired.
28. Sometimes . . . I find I am better than at other times.
29. What pains me . . . most is to see a child hurt.
30. I hate . . . anything against America.
31. This place . . . is very quiet.
32. I am very . . . steady now and quite capable of thinking.
33. The only trouble . . . I have is facing a stranger.
34. I wish . . . I could do the things I want to do.
35. My father . . . is both good and bad.
36. I secretly . . . love to eat limburger cheese.
37. I . . . wish that I could live up to the standards of a soldier.
38. Dancing . . . is something I cannot do.
39. My greatest worry is . . . can I give my baby a decent life.
40. Most women . . . are friendly but to the extent of companions.

ANALYSIS

Familial Attitudes

The patient's completions provide a picture of a strong dependent relationship to the mother and a conflict regarding the father, whom he sees as cruel and morally bad, but possibly also having some admirable characteristics. He describes his conflict in item 35—"My father . . . is both good and bad." Since his mother is living and he qualifies his response in item 11 to "A mother . . .," by saying, "if you have one," it might be expected that he feels rejected by his mother although dependent on her.

Considering the entire record, it does not seem that he has much concern over his immediate family since he refers to his wife in only one sentence completion, that of "Marriage . . .," and mentions his children but once. He thinks of marriage as "a loyalty" (item 26) rather than as a source of pleasure or satisfaction, since he states in item 4, "Back home . . . I have little or no pleasures."

Social and Sexual Attitudes

General social inadequacy is suggested by such sentence completions as (items 5, 19, 38, and 33)—“I regret . . . to say that I am ashamed of my family.” “Other people . . . have the ability I wish I had.” “Dancing . . . is something I cannot do.” “The only trouble . . . I have is facing a stranger.” A rigid, moralistic approach to himself and others tends to limit greatly any satisfaction from social relationships. This is illustrated in sentence completions such as (items 13 and 9)—“My greatest fear . . . is failure in being truthfully right.” “What annoys me . . . most is death, dirt, drink, unloyalty.”

His rigid moral standards would be likely to prevent satisfaction in his sexual relationships. However, he does not deal with his sexual attitudes in any direct way in these sentence completions, except to point out carefully in sentence 40 that women are friendly but only as companions.

In general, he attempts to explain his failures as due to the rejection of his mother and father and to identify himself with the weak and helpless, as indicated by items 14 and 29—“In school . . . I fought all the smaller kids battles.” “What pains me . . . most is to see a child hurt.” He apparently sees masculinity and righteousness as the pathway to adequacy and security; at the same time he strives for, and tries to reassure himself about, his own masculinity.

General Attitudes

The patient has sought a claim to distinction or superiority through his morality, patriotism and masculinity. His completions stressing patriotism, loyalty, Americanism, etc. seem to be out of range of normalcy and appear to provide a symbolic satisfaction for him. In general, there is a strong tendency to see things in black and white, to stress moral values, and to accept conventional standards of behavior as verbally expressed. The absence of non-symbolic satisfaction in many areas has probably resulted in a greater dependency on physical satisfactions, such as eating (items 1 and 36).

Character Traits

The patient's responses regarding patriotism and loyalty, as in items 12 and 9—“I feel . . . that I would like to stand erect and salute the flag.” “What annoys me . . . most is death, dirt, drink, unloyalty.”—are fairly clear indications that this patient has already developed the beginnings of psychotic behavior. Item 24—“The future . . . is hopeless and sure to fail.”—would suggest a fairly depressed frame of mind as well. In general, the patient is rigid and compulsive. Dependency is indicated by (item 25) “I need . . . advice very badly.” It is indicated also by his general attachment to symbols, such as the stars and stripes of America, and such guides to behavior as (item 37) “the standards of a soldier.”

Although in item 12 he states, “I feel . . . that I would like to stand erect and salute the flag,” he also states (item 20) “I suffer . . . most of all when I try to stand rigid.” This would suggest that satisfaction is obtained through

his punishing himself by standing erect, possibly as a way of demonstrating to himself his masculinity in being able to take punishment. His feelings of inferiority are present in social, personal, intellectual, and moral areas of endeavor.

Summary

The over-all picture the patient presents is of a rigid, compulsive individual whose contact with reality is distinctly breaking. His completions indicate he presents both paranoid and depressive behavior. Apparently in his early childhood he was timid and anxious; at the present time he projects the blame for many of his failures on the abuse of a drunken father (item 17) and other authority figures whom he describes in item 21 as "cruel teachers." Particularly important in his present picture is a need to obtain security through asserting his masculinity and through his identification with symbols of strength such as the nation and the army. Apparently there are few avenues to satisfaction open for this subject whose feelings of inferiority or inadequacy are widespread and who describes his homelife, his social relationships, and his parental relationships all as being unsatisfying.

Contribution of the *ISB*

As a screening instrument used in a Mental Hygiene Clinic, the *Incomplete Sentences Blank*, in this case, gives a strong indication of psychotic behavior that would suggest a program which should be primarily diagnostic rather than immediately therapeutic. This would be particularly important if intake procedures required elimination of psychotics who would be recommended for hospitalization.

This particular patient presents an extremely difficult therapeutic problem since there are so few avenues of approach which might be utilized as the starting point for the patient to build up a more adequate acceptance of himself.

On the positive side, for therapeutic prognosis, is his apparent need to establish a relationship with some accepting and nonthreatening strong masculine figure, his insight into his needs, and his strong desire to obtain outside help.

JANICE BROWN

Janice Brown is a 23-year-old college student who taught school for a year and then returned to complete her degree. Because she was curious about the results, the subject requested that she be given some personality tests. The *ISB* and other techniques were administered by a psychology graduate student.

Regarding the family situation, it is known that the mother is living and the father dead, and that they were divorced some time prior to his death. One sibling, a brother, does not live at home. The subject's *ISB* responses are quoted below.

1. I like . . . doing things for others—especially those who are kind to me.
2. The happiest time . . . in my life is still anticipated—I've had many happy times but, off hand, can't think of any specific one to put first.

3. I want to know . . . exactly what my biggest trouble is.
4. Back home . . . There isn't any such relationship as "back home." Home has been and is the same place today as years ago.
5. I regret . . . that there seemingly isn't time to do all the things I'd like to do.
6. At bedtime . . . I completely relax and feel at ease.
7. Boys . . . are nice people to have around—where would the world be without them.
8. The best . . . religion a person can have is his own philosophy of life.
9. What annoys me . . . is people who think and act as though they know it all when they actually don't.
10. People . . . say I'm always calm during any trying situation although inwardly I sometimes don't feel so calm.
11. A mother . . . 's greatest responsibility is to her family.
12. I feel . . . that things can never be quite as bad as people make out they are.
13. My greatest fear . . . is loneliness—people mean too much to me.
14. In high school . . . I had many friends, got good marks, and actively participated in activities—all three were important.
15. I can't . . . relax many times when I'm out with a boy even though I want to.
16. Sports . . . are good for a person—wish I had more time to participate in more of them.
17. When I was a child . . . things appeared much differently from the way they appear now as I look back on them.
18. My nerves . . . display themselves in my itching my face—even when there isn't anything to itch.
19. (Seeing) Other people . . . make such complete fools of themselves at times—makes me determined that I won't be so foolish.
20. I suffer . . . when anyone makes remarks about my weight or complexion since I have trouble with both.
21. I failed . . . when I began teaching school because I wasn't mature enough—I know why and have changed completely.
22. Reading . . . is important to me—it doesn't bother me so terribly much if I haven't anything else to do because I enjoy reading—there are exceptions however.
23. My mind . . . is average—although with determination I can comprehend a lot of things.
24. The future . . . is uncertain but I am determined that I will be successful.
25. I need . . . appreciation shown for things I do for other people, although I keep on doing them even though I don't get it.
26. Marriage . . . is one of the most important things in life to me—I don't think my life would be complete without it.
27. I am best when . . . I know I have been accepted by the person or group whose company I'm in.
28. Sometimes . . . I wish I could do things over—but actually if I have made a mistake, I'm glad of the experience and hope to profit from it.
29. What pains me . . . is criticism—I'm sensitive about it even when I know it's constructive and meant for my own good.
30. I hate . . . people who gossip with malicious intent—if people can't say good things about someone, they shouldn't say anything.
31. This school . . . has been the background for many good things for me—educational primarily, but also social.
32. I am very . . . conscientious in all the things I do—too much in some instances I've been told.
33. The only trouble . . . is there doesn't ever seem to be enough time to do things—that doesn't indicate lack of organization merely that—
34. I wish . . . I could do so many more things.
35. My father . . . is dead—his death was merely an anticlimax since his existence as a father ended long before that.
36. I secretly . . . wish I had *someone* to give all the affection and love I'm capable of giving.

37. I . . . try so hard to be kind and thoughtful to people—it hurts to not have the kindness and thoughtfulness appreciated.
38. Dancing . . . is fun.
39. My greatest worry is . . . insecurity—I've seen too many others lead unhappy lives.
40. Most girls . . . are pretty nice people—but are individual—don't think any characteristic sums most of them up.

ANALYSIS

Familial Attitudes

There is no indication that the family and home afford Janice any feeling of security or constitute a positive aspect of her life. She expresses negative attitudes toward both her mother and father and, perhaps significantly, does not mention her sibling at all. Outstanding is her extremely hostile attitude toward her father which continues even after his death, so that she says (item 35), "My father . . . is dead—his death was merely an anticlimax since his existence as a father ended long before that."

One also suspects a poor relationship with her mother since she implies that her mother has failed the family when she comments (item 11), "A mother . . . 's greatest responsibility is to her family."

Social and Sexual Attitudes

If nothing more than the number of sentences devoted to this topic were considered, one would quickly see the importance of this area of adjustment to the subject. She feels very insecure (item 39) and expresses a strong need for acceptance (item 27). In an attempt to combat fears of loneliness and nonacceptance (item 13), she makes bids for approval in this manner (item 1), "I like . . . doing things for others—especially those who are kind to me." However, it seems apparent that this method of obtaining social satisfaction is not successful; it obviously does not lead to the acceptance and status which she desires although she repeats this mode of behavior as the only pathway toward acceptance which she sees. Sentences 25 and 37 are illustrative—"I need . . . appreciation shown for things I do for other people, although I keep on doing them even though I don't get it." "I . . . try so hard to be kind and thoughtful to people—it hurts to not have the kindness and thoughtfulness appreciated."

Despite her need for acceptance and approval from others as well as a desire for social status, she makes several rather critical remarks about people which may be interpreted as a defense for felt social rejection. For example, she says (items 9, 19 and 30)—"What annoys me . . . is people who think and act as though they know it all when they actually don't." "(Seeing) Other people . . . make such complete fools of themselves at times—makes me determined that I won't be so foolish." "I hate . . . people who gossip with malicious intent—if people can't say good things about someone, they shouldn't say anything."

Her heterosexual relationships are extremely important to her and here she seems to be having even more difficulty in obtaining satisfaction. Although

she expresses warm attitudes toward men (items 7 and 36), she is insecure and unsure of herself in their presence (item 15). In her eyes marriage appears to be the solution of many of her problems, since it would provide for her security, love and social status (item 26).

The attitude she expresses toward girls in item 40 is a conventional one, and it would seem that her relationships with them are not as important to her as some of the other aspects which have been mentioned. "Most girls . . . are pretty nice people—but are individual—don't think any characteristic sums most of them up."

Further increasing her feelings of social inferiority are her weight and complexion about which she is very sensitive (item 20).

To meet the frustrations which confront her, she takes solace in solitary activities, reading in particular (probably romantic in nature); but one has the feeling that this is no real substitute satisfaction since she says in item 22, "Reading . . . is important to me—it doesn't bother me so terribly much if I haven't anything else to do because I enjoy reading—there are exceptions however."

General Attitudes

There are frequent complaints of lack of time to do all of the things which she would like (items 5, 16, 34, and 33). "I regret . . . that there seemingly isn't time to do all the things I'd like to do." "Sports . . . are good for a person—wish I had more time to participate in more of them." "I wish . . . I could do so many more things." "The only trouble . . . is there doesn't ever seem to be enough time to do things—that doesn't indicate lack of organization merely that" Although the desire for more time to do things usually may be considered a healthy sign, in this case the references are too frequent and suggest that lack of time is used by this subject as a defense for failure and lack of accomplishment.

She looks on school positively and it would seem that this is partially the result of what it potentially means to her socially and as a means of getting some help. Her comment in item 31 is, "This school . . . has been the background for many good things for me—educational primarily, but also social."

While she conceives of her younger life with somewhat of a good old days feeling, as in item 14—"In high school . . . I had many friends, got good marks, and actively participated in activities—all three were important."—she also expresses a more negative attitude (item 17)—"When I was a child . . . things appeared much differently from the way they appear now as I look back on them."

Character Traits

Janice shows partial, though not deep, insight into some of her difficulties by stating that her skin condition is aggravated by her general nervousness (item 18). Other indications of tension are her inability to relax and feel at ease in certain social situations (item 15), and also in item 6—"At bedtime . . . I completely relax and feel at ease."

Certain sentences indicate that she is a strong believer that success will come through determination (items 21, 23 and 24). Concomitant is her platitudinous optimism that it's all for the best regardless of what happens. For example (items 12 and 28)—"I feel . . . that things can never be quite as bad as people make out they are." "Sometimes . . . I wish I could do things over—but actually if I have made a mistake, I'm glad of the experience and hope to profit from it." To summarize her attitudes toward herself, she sees herself as determined (items 23 and 24), calm (item 10) and conscientious (item 32).

In addition to feelings of inferiority, nervousness, social conformity, and feelings of rejection, also important is some indication of paranoid feelings as is seen particularly in item 30—"I hate . . . people who gossip with malicious intent—if people can't say good things about someone, they shouldn't say anything."

Summary

This subject may be characterized as a girl who is seriously maladjusted in family, social and sexual areas. She sees herself as a serious, conscientious, helpful person who can overcome many of her problems through her determination.

Even after her father's death she expresses extreme hostility toward him. This may be the result of her mother's attitudes which she has internalized and/or may have arisen because of a feeling of rejection by the male parent.

She has implied that her mother has failed in her responsibilities toward the family (probably chiefly toward the subject), and one sees that the home is not a source of satisfaction for her. Perhaps her omission of any mention of the sibling is important and indicative of lack of warmth toward him. If this is the case, it may be that the subject feels that her sibling was favored, and that her mother has failed in her responsibility toward her specifically.

Her whole adjustment in the social and sexual area is one of insecurity and a strong need for approval and acceptance. She seems to try to win friends by doing things for them, but apparently is not very successful since she complains in martyrlike fashion that they do not appreciate it. To meet the frustrations which confront her, she attempts to gain satisfaction through solitary activities and by a defensive criticality. There is also an indication of some paranoid feelings.

As poor as her general social adjustment is, the problems of her relationship to men and her need for acceptance are even greater. Here, too, she feels tense and insecure, which is frustrating since she places a high premium on someone to love and marriage as an ultimate goal. Marriage, she seems to feel, would guarantee her love and would also be a symbol of success in the social and sexual spheres.

Contribution of the *ISB*

The *ISB* substantiates the need for psychotherapy—a need of which the subject is at least partially aware in that she is curious about her personality

and seems to be struggling with the problem of seeking help. She has already developed some superficial insight; but the pattern of self-concern, feelings of martyrdom and rejection by others are fairly well established, so that long term therapy would be necessary. At the outset it would seem that the patient would demand reassurance rather than insight or need for change. Probably therapy could best be accomplished with a female therapist who could accept the subject without allowing the subject to become too dependent on her for ego support.

JOHN RICHARDSON

John Richardson is a male patient in a mental hospital. The admission diagnosis of early schizophrenic reaction was later changed to chronic alcoholism, nonpsychotic. He is 22 years old, married, and has one child. His father is dead, the mother has remarried, and he has a 26-year-old sister. His *ISB* responses are quoted below.

1. I like . . . airplanes very much.
2. The happiest time . . . in my life, was when I got married.
3. I want to know . . . more about life.
4. Back home . . . is where I ought to be.
5. I regret . . . drinking and trouble, I've caused.
6. At bedtime . . . I say my prayers and think of tomorrow.
7. Men . . . should be atheletic & always keep strong.
8. The best . . . thing in life is freedom.
9. What annoys me . . . is being in a mental Hospital.
10. People . . . all have their own various social spheres.
11. A mother . . . 's love, is the greatest in the world.
12. I feel . . . that I'm not accomplishing anything in here.
13. My greatest fear . . . is the love & fear of God.
14. In school . . . I got along with everybody.
15. I can't . . . go home until the doctors say so.
16. Sports . . . are very good for the body, mind, and morale.
17. When I was a child . . . I had everything I needed.
18. My nerves . . . aren't so good since being here.
19. Other people . . . are no different than me.
20. I suffer . . . only when I bring it on myself.
21. I failed . . . to do my duty more than once.
22. Reading . . . is good for broadning the mind.
23. My mind . . . is normal.
24. The future . . . is what I intend to make of it.
25. I need . . . the good company & satisfaction of being with my wife and son.
26. Marriage . . . is what we make of it.
27. I am best when . . . working everyday.
28. Sometimes . . . I enjoy myself here.
29. What pains me . . . is not being free.
30. I hate . . . nothing but dislike somethings.
31. This place . . . is really not for me.
32. I am very . . . earnest to prove my worthyness.
33. The only trouble . . . with me is being here.
34. I wish . . . to go home and make amends.
35. My father . . . is intelligent and respected by *me*.
36. I secretly . . . would like to be a successful singer.
37. I . . . love my wife and son very much.

38. Dancing . . . is fun and improves posture and shyness.
39. My greatest worry is . . . the safety of Mom, Pat, Cliff, wife & child.
40. Most women . . . are good, but some are bad.

ANALYSIS

Familial Attitudes

The patient's response to item 17—"When I was a child . . . I had everything I needed."—would indicate a history of indulgence which, as seen in item 11—"A mother . . . 's love is the greatest in the world."—suggests a strong dependency as a result. It is interesting here that he felt the need to change the stimulus to a possessive in order to express his attitude.

Several responses indicate a feeling of not being a man or, conversely, the need to demonstrate that he is a man. Item 7—"Men . . . should be atheletic & always keep strong."—would suggest strong conflicts over his dependency and attachment to his mother on one hand; on the other hand is the feeling that it is up to him to act like a man and to take care of his wife and child. Little information is given about either his father or stepfather except in item 35, which would indicate that he feels that he has not earned the respect of either his father or his stepfather, whichever reference was intended.

It is also of considerable interest that in item 39 he places the safety of his mother and sister first and uses their familiar names, but mentions his wife and child last, using a more impersonal form of appellation. The identity of "Cliff" is not certain, but probably is his stepfather.

In summary, it would seem that he still is strongly attached to his mother and sister; feels that his wife and child are a responsibility; and that he has considerable conflict over his inability to accept that responsibility. In face of a father figure, he feels inadequate and unmanly.

Social and Sexual Attitudes

In spite of the patient's desire or need to prove himself a man, as indicated in items 7 and 32, his secret ambition is to be a successful singer, which would tend to be a feminine identification. In general, the patient does not express severe problems in regard to getting along in social situations, but rather tends to give conformity-type responses as in the following examples (items 22, 2 and 20)—"Reading . . . is good for broadning the mind." "The happiest time . . . in my life, was when I got married." "I suffer . . . only when I bring it on myself."

Along with a tendency to express religious sentiments, his conformity tendency, feminine identification, and indications of dependency, all suggest a picture of indulgence by his mother and possibly by his older sister, and a resultant identification with the opposite sex.

General Attitudes

The patient expresses a higher degree of religiousness than might be expected. The statements in sentences 6 and 13, that he says his prayers at

bedtime and that his greatest fear is his "love & fear of God," might be taken at face value, although it is quite possible that he is expressing the attitudes of his mother and the responses represent a superficial type of conformity. In addition, many responses indicate a strong tendency to accept blame as well as indicating the importance to him of duty and moral superiority.

Character Traits

Diagnostically, the sentences are logical and coherent and betray no bizarreness of thought, associational breakdowns or excessive stereotyping.

Outstanding character traits seem to be dependency and conformity. Item 28—"Sometimes . . . I enjoy myself here."—would suggest that, in spite of his conforming response that it is important for him to get out of the hospital so he can be with his wife and child, he finds the dependent position of a patient in a hospital satisfying to him.

It could be expected that this patient would be superficially outgoing, socially oriented, quick to blame himself, effeminate in interests and possibly behavior, but at the same time trying to prove his manliness by athletic means.

Summary

Sentence completions in this case would give an initial impression of a dependent, superficially conforming individual overly attached to his mother and possibly sister, feminine in his identifications which conflict with his sexual role, unable to take responsibility and the acting of the masculine role demanded of him. His apparent solution is repression of his unacceptable alternatives and the seeking of release of his conflicts and problems by alcoholism.

Inadequacy, immaturity, guilt, and conflict in sexual roles are the problems with which the therapist would have to deal in any plan for treating this subject.

Contribution of the *ISB*

In addition to the general description of the patient's personality and implications regarding etiology, some concrete information pertaining to psychotherapy is suggested by the *ISB*. One would expect to receive from this patient a great many conformity responses and find quick acceptance of superficial insights; but the patient would not be likely to take any real responsibility for changing his patterns of behavior. It would be easy to be misled into thinking a great deal of progress had been made in therapy inside the hospital only to find a repetition of his alcoholic solution upon release. Therapy might be concerned primarily with developing the patient's need to accept adult responsibility and his potential ability to do so.

RUTH ROBINSON

Mrs. Ruth Robinson is a mother who brought a problem child to the Ohio State University Psychological Clinic. Jane, the child involved, is the second of four children and was referred to the Clinic because of nervousness and "not

doing well in school." It was also thought that a chronic skin rash might be related to psychological problems. After one or two visits to the Clinic, the mother completed an *Incomplete Sentences Blank-Adult Form*. The mother was asked to take the test in order to obtain more information regarding her general attitudes toward the child and the family, and also to help determine the mother's potentiality for insight into her own role in the family situation. Her *ISB* responses are quoted below.

1. I like . . . people mostly.
2. The happiest time . . . of the day is when my work is done.
3. I want to know . . . so many things.
4. Back home . . . I hope the children are sleeping.
5. I regret . . . many things.
6. At bedtime . . . I love to know I've accomplished something.
7. Men . . . are interesting.
8. The best . . .
9. What annoys me . . . is to have one job come up before I'm ready.
10. People . . . are very necessary to me.
11. A mother . . . is made not born.
12. I feel . . . that life is a challenge.
13. My greatest fear . . . is that I'll get too tired to really feel.
14. In school . . . its great to be able to learn more.
15. I can't . . . seem to do all I want to.
16. Sports . . . always intrigued me—but was never good at it.
17. When I was a child . . . I was a stinker.
18. My nerves . . . try to get the best of me—if I'm not careful.
19. Other people . . . hurt me but I can't stay away.
20. I suffer . . . from lack of confidence.
21. I failed . . . so many times its pitiful.
22. Reading . . . is a great relaxation.
23. My mind . . . keeps going in its own private rat-race.
24. The future . . . to me will always be hopeful.
25. I need . . . a good balance wheel.
26. Marriage . . . is quite an experience that we need to really live.
27. I am best when . . . I feel I am approved of.
28. Sometimes . . . I am not satisfied with myself.
29. What pains me . . . most is to be disgusted with myself.
30. I hate . . . to find myself losing my temper.
31. This place . . . I don't know what to write here.
32. I am very . . . glad that things are going well with Jane.
33. The only trouble . . . is I wish I could have helped her sooner.
34. I wish . . . the improvement continues.
35. My father . . . is a good soul.
36. I secretly . . . try to close the door to others.
37. I . . . like to watch the students coming into class.
38. Dancing . . . not good at it.
39. My greatest worry is . . . I'll make myself ridiculous.
40. Most women . . . are so sure of themselves that I envy them.

ANALYSIS

Familial Attitudes

The mother's attitude toward her children is partly described in her completion of sentence 11—"A mother . . . is made not born."—and also in sentences

32 and 33, the last of which expresses her personal concern for her failure in child raising. Not much information is given regarding her attitude toward her husband other than the careful neutrality of her response to item 26—"Marriage . . . is quite an experience that we need to really live." In general, she seems to accept the mother's role as one of considerable responsibility which she finds difficult to live up to; as a result she feels inadequate in meeting her own standards for herself and her children. One would suspect that she sees her husband as playing a rather minor role in the family situation and that, in general, she does not feel any strong cooperative bond with him.

Social and Sexual Attitudes

A tendency toward perfectionism and high standards seems to be evident in her social relations, as illustrated in these sentence completions (items 39, 40, 27, and 19). "My greatest worry is . . . I'll make myself ridiculous." "Most women. . . are so sure of themselves that I envy them." "I am best when . . . I feel I am approved of." "Other people . . . hurt me but I can't stay away." These responses suggest that a strong need for recognition may dominate her relationships with other people so that she is overconcerned with her failures, inadequacies, and inability to reach her own standards of perfection. Her need for social recognition is also evident in her interests in further education, as shown in items 14 and 37—"In school . . . its great to be able to learn more." "I . . . like to watch the students coming into class." Many of the other sentences emphasize her failures and her strong attempt to feel that she has accomplished something.

Only minor indications of sexual adjustment are present, indicated again by the guarded neutral type of response, such as, "Men . . . are interesting." The inability to answer item 8 might be a carryover disturbance from the preceding sentence beginning with "Men . . . ," and would be indicative of some conflict in the sexual area.

General Attitudes

Mrs. Robinson apparently places a great deal of emphasis on accomplishment, success, education, and skill in general. When responding to the stimuli "Sports . . ." and "Dancing . . . ," she feels it necessary to point out her inadequacy in these areas. Although she usually likes people and is generally dependent on them for recognition and approval, she tends to maintain high standards of her own and to have a strong need for independence and possibly dominance, probably as a defense against expected rejection by others. This latter is suggested particularly by the response (item 36), "I secretly . . . try to close the door to others."

Character Traits

One of her most prominent character traits is a tendency toward perfectionism and the maintenance of high standards. Along with this trait, she has strong feelings of inadequacy, lack of accomplishment, and inability to meet her own standards. A general state of tension is indicated by her completion (item 23), "My mind . . . keeps going in its own private rat-race." There are

also suggestions of impulsivity, quick temper, and a high degree of sensitivity to the criticism and approval of others. Perhaps outstanding indications of good prognosis for insight are a sense of humor, as shown in item 17—"When I was a child . . . I was a stinker."—and a hopeful general attitude indicated in items 24, 12 and 1—"The future . . . to me will always be hopeful." "I feel . . . that life is a challenge." "I like . . . people mostly."

Summary

Mrs. Robinson presents a picture of an active, emotionally labile mother with high self standards and strong feelings of inadequacy to face her own ambitions and goals. She is probably hypersensitive to criticism and to social approval. Neither a bad nor a particularly warm relationship with her husband is evident; although there is obvious love for her children, they are also rather a burden to her in that they are constant tests of her ability as a mother and a reflection of her own inadequacy.

Contribution of the *ISB*

The *ISB* responses tend to suggest as part of the etiological picture of the child's difficulty, the tendency of the mother to hold up high standards and to be overconcerned with other people's attitudes toward the behavior of herself and her children. One might hypothesize that the mother has been unable to accept Jane for what she is and what she is capable of doing, and, as she does for herself, consistently demands a higher standard of performance. Possibly she sees in her child a reflection both of her own social inadequacies and her failure or inability to gain satisfactions in intellectual accomplishments. In general, however, the mother shows an aggressive and hopeful approach to her problems and some sense of humor; both of these traits would suggest a good prognosis for an attempt by the Clinic to carry treatment with the mother herself over an extended period of time.

GEORGE EDWARDS

George Edwards is a 25-year-old college junior who went to the Ohio State Occupational Opportunities Service for vocational counseling after he had received several low grades in his major courses. Specifically, he desired advice as to whether he should continue college and, if so, what courses he should take.

The family consists of mother, father, and a sister three years his junior. He enlisted in the Navy when he was 18 and spent his 44 months in service on a carrier. At the end of the war he received an honorable discharge. His *ISB* responses are quoted below.

1. I like . . . to tell people my troubles.
2. The happiest time . . . s I've had were the few times I've had a girl-friend and felt wanted.
3. I want to know . . . how to adjust myself so that I can have confidence in myself and either learn to study or be satisfied with my lack of ability.
4. Back home . . . my family wasn't very pleasant and I never felt that I was wanted.
5. I regret . . . many of the things I did when I was young and dislike talking about them.

6. At bedtime . . . on the night before a test I get quite restless and can't sleep for hours.
7. Boys . . .
8. The best . . . thing for me is to have more contact with women which will improve my confidence in myself.
9. What annoys me . . . is people who are very confident in themselves.
10. People . . . all have their problems.
11. A mother . . . who is happy and loves her children can help make the children happy and well adjusted.
12. I feel . . . sometimes that if I could improve my grades I could then improve my confidence in myself.
13. My greatest fear . . . is I think, being pushed out into the world with no one to help me.
14. In high school . . . I graduated in the lower third of my class.
15. I can't . . . study or get passing grades.
16. Sports . . . which are highly competitive I can only enjoy as a spectator.
17. When I was a child . . . I was punished severely for misdemeanors.
18. My nerves . . . are high strung, which I think, makes me too sensitive to many situations.
19. Other people . . . , generally speaking, are almost as bad off as I am.
20. I suffer . . . because I am too self-centered and have no other outside interests.
21. I failed . . . in my college studies partly because I wasn't intelligent enough and partly because I had no incentive.
22. Reading . . . speed is one of my worst problems since I am in the lower 10 percentile.
23. My mind . . . is not as well adjusted to this world as it could be.
24. The future . . . frightens me.
25. I need . . . someone to love me and make me feel wanted.
26. Marriage . . . is almost out of the question until I straighten myself out.
27. I am best when . . . I have confidence in my ability to do what is required of me.
28. Sometimes . . . I wish I had life to live over again.
29. What pains me . . . a great deal is to be criticized.
30. I hate . . . to be without some security or someone to lean on.
31. This school . . . in many cases is too impersonal and too large.
32. I am very . . . tired of school at the present and I also am too self-centered.
33. The only trouble . . . with me, some people say, is that I just don't have any incentive.
34. I wish . . . I had a goal to work towards.
35. My father . . . is egotistical, dictatorial, and has little patience with me.
36. I secretly . . . wish I was in the position to tell some people to "go to hell".
37. I . . . think too much of myself.
38. Dancing . . . is a very good way to meet people and I wish I could do it better.
39. My greatest worry is . . . what I am going to do in the future.
40. Most girls . . . would find me odd and not one to get too closely associated with.

ANALYSIS

Familial Attitudes

Apparently familial relationships have never assumed a positive aspect in this subject's life since he says (items 4 and 17)—"Back home . . . my family wasn't very pleasant and I never felt that I was wanted." "When I was a child . . . I was punished severely for misdemeanors." It seems that his father makes George feel very insecure which results in hostility toward his father as is seen in item 35, "My father . . . is egotistical, dictatorial, and has little patience with me." He seems to have a warmer feeling toward his mother and one suspects that he feels that his father has made her unhappy and thus excuses the implied failure which he expresses in item 11, "A mother . . . who

is happy and loves her children can help make the children happy and well adjusted." The statements regarding his father and mother give some indication that he projects the blame for his difficulties onto them.

Omission of any response concerning his sister may be indicative of a poor relationship with her also.

Social and Sexual Attitudes

Throughout the record there are frequent references to feelings of inadequacy and inferiority and a strong need to build up feelings of more confidence. As might be predicted, at the same time he resents individuals who make him feel insecure, as illustrated in items 9 and 29—"What annoys me . . . is people who are very confident in themselves." "What pains me . . . a great deal is to be criticized."

While he strongly desires a warm relationship with some woman (item 25) and says (items 2 and 8)—"The happiest time . . . s I've had were the few times I've had a girl-friend and felt wanted." "The best . . . thing for me is to have more contact with women which will improve my confidence in myself."—he has had few such relationships and expects rejection by girls (item 40)—"Most girls . . . would find me odd and not one to get too closely associated with."

His completion to item 5—"I regret . . . many of the things I did when I was young and dislike talking about them."—strongly suggests guilt over early sexual behavior. In light of this, his failure to respond to item 7, "Boys . . . ," may be meaningful in terms of early homosexual relationships.

General Attitudes

It is obvious that he has had and continues to have difficulty in school (items 12, 14, 21, and 22); at one point he becomes quite critical of the university when he says (item 31), "This school . . . in many cases is too impersonal and too large." It would seem, however, that his lack of achievement in school and his playing of the "dumb" role is a defense against really having to compete with others, since then his feelings of inadequacy might be substantiated. If he does not achieve, then fewer demands are made of him.

Character Traits

Probably most outstanding in the record are the indications of strong dependency needs as, for example, items 1, 13 and 30—"I like . . . to tell people my troubles." "My greatest fear . . . is I think, being pushed out into the world with no one to help me." "I hate . . . to be without some security or someone to lean on." This may partially explain his fear of the future (items 24 and 39) since, if he does not complete school, he will be forced to assume a more independent role. It is his feeling that confidence is the keynote to his adjustment, and he summarizes his problem by saying (item 3), "I want to know . . . how to adjust myself so that I can have confidence in myself and either learn to study or be satisfied with my lack of ability."

He frequently is self-critical as (items 20, 32 and 37)—“I suffer . . . because I am too self-centered and have no other outside interests.” “I am very . . . tired of school at the present and I also am too self-centered.” “I . . . think too much of myself.” However, these may not be internalized attitudes, but merely repetitions of statements that have been directed toward him.

Most of the time he has difficulty in defining his problems except in very general terms. He also frequently rationalizes his failures, as when he says in item 21, “I failed . . . in my college studies partly because I wasn’t intelligent enough and partly because I had no incentive.” Occasionally he uses fantasy as a mode of solution of problems (items 28 and 36)—“Sometimes . . . I wish I had life to live over again.” “I secretly . . . wish I was in the position to tell some people to ‘go to hell.’”

Summary

George is a young man whose feelings of inadequacy and inferiority are so great that he withdraws from competitive situations. This may partly explain his failure in school, although he suggests that it is due to lack of intelligence and incentive. He seems to have internalized his concept of himself as being “dumb” and, as far as objective criteria are concerned, his belief is strengthened for he points out his low grades, the fact that he graduated in the lower third of his class, and his slow reading rate.

Conflict over future plans regarding school seems to be complicated by his strong dependency needs. Apparently, feelings of inadequacy and of being unwanted originated in the family and have generalized to all areas of adjustment. A protective and anxious mother and restrictive father have made him dependent and unable to face the problems of life.

While he strongly desires a warm relationship with a woman, he expects rejection. The situation may be further complicated by guilt over early sexual experiences.

Contribution of the ISB

As a selective device in vocational guidance, this record points strongly to the need for psychotherapy before such guidance is given. The problems of vocational choice and school success are clearly related to this subject’s strong dependency needs, his fear of responsibility, and the utilization of his maladjustment as a method of avoiding the demands of life.

It may be expected that this individual will want advice, reassurance and acceptance; but it will probably be difficult for him to take much initiative in treatment procedures. As the relationship develops, it is likely that he will want to depend more and more on the therapist for making decisions. It would seem that the main task of therapy would be to build for independence, increase feelings of confidence, and develop a feeling that others will like him even though he doesn’t reach ideal standards.

SALLY GROVER

Sally Grover is a 16-year-old ninth grade student who was referred to the Akron Child Study Department by her high school counselor. The main problem, according to the referent, was Sally's lack of friends and her growing general unhappiness. At that time she was living with an aunt, since her father was dead and her mother had deserted the family some time after his death. Her sister was living with another aunt in a different city. Since the time of the mother's desertion there had been frequent moves to different relatives so that her school attendance was quite erratic. Her responses to the *ISB-High School Form* are quoted below.

1. I like . . . nice people, teachers and Miss Anderson, Burns.
2. The happiest time . . . was when I started to school. My father was alive.
3. I want to know . . . a lot of things.
4. At home . . . I haven't got a home.
5. I regret . . . that I don't know more. I would like to learn.
6. At bedtime . . . I lay thinking of the day.
7. Boys . . . are sometimes nice and sometimes bad.
8. The best . . . people are the ones who give you encouragement.
9. What annoys me . . . is for someone---
10. People . . . are nice usually but I suppose I met the unusual.
11. A mother . . . should be a wonderful person.
12. I feel . . . like a cynic but I'm not really.
13. My greatest fear . . . is that I can't succeed.
14. In the lower grades . . . I was an average student.
15. I can't . . . I believe there is nothing I can't do if I once set myself to do it.
16. Sports . . . football is the best sport.
17. When I was younger . . . I loved to read and even then I tried to dislike people.
18. My nerves . . . are terrible. I go to pieces at the slightest things not outward but always inside.
19. Other kids . . . are some good, others bad.
20. I suffer . . . inside when I'm fussed at.
21. I failed . . . myself when I was raised.
22. Reading . . . is a very grand recreation.
23. My mind . . . is a thing that will give me an edge over the other kids because I like to read and study. I would like to improve.
24. The future . . . is dark but I got to make good.
25. I need . . . a friend. A friend is someone who knows all about you and likes you just the same.
26. Dating . . . is O.K. unless it is with a fresh boy.
27. I am best when . . . I am in a jolly mood.
28. Sometimes . . . I love to read and write essays.
29. What pains me . . . is teachers who have no interest in their students.
30. I hate . . . people who kick other people around.
31. At school . . . I like to talk with the teachers on how to improve my mind.
32. I am very . . . very unhappy, but I always have been so it's nothing new.
33. The only trouble . . . is that I am extremely nervous.
34. I wish . . . that I was living by myself.
35. My father . . . was the very best friend I ever had.
36. I secretly . . . like people but don't want to.
37. I . . . sometimes like myself but sometimes I hate my action.
38. Dancing . . . is a favorite pastime for others but not for me.
39. My greatest worry is . . . that I might go crazy.
40. Most girls . . . are nice kids.

ANALYSIS

Familial Attitudes

In speaking of her father, Sally says (items 2 and 35)—“The happiest time . . . was when I started to school. My father was alive.” “My father . . . was the very best friend I ever had.” This suggests certainly that the subject identified very closely with her father, and that he represented for her a source of warmth and security which she did not find in the mother. Apparently the mother could not, or at least did not, fill the role of satisfier of the subject's basic needs since Sally remarks in item 11, “A mother . . . should be a wonderful person.”

It would seem also that her present placement offers her little satisfaction, for she indicates her hostile feeling by saying in item 4, “At home . . . I haven't got a home.” In a later statement (item 34) she rejects it altogether—“I wish . . . that I was living by myself.”

Social and Sexual Attitudes

Running throughout this whole record are indications of an unhappy social adjustment in the broadest sense. She feels warmth for people and would like a lasting, understanding relationship with them (items 1 and 25). However, she is afraid of their rejection so that she protects herself by assuming a cynical attitude (item 12) and by making strong criticism of others. Illustrative of this are items 10 and 30—“People . . . are nice usually but I suppose I met the unusual.” “I hate . . . people who kick other people around.” These defenses are not very strong and require effort on her part (item 17); as a result she finds herself liking others in spite of her felt rejection (item 36). Altogether she feels lonely and unwanted so that she comments summarily (item 32), “I am very . . . very unhappy, but I always have been so it's nothing new.”

It seems that for the most part Sally seeks satisfaction of her strong needs for acceptance from older people and is less concerned with peer group relationships. Apparently the most available pathway for such acceptance is through teachers (items 1 and 31), and when this pathway is blocked off she feels even more rejected and frustrated, causing her to say (item 29), “What pains me . . . is teachers who have no interest in their students.”

There are only limited indications of her peer relationships and those are mostly ambivalent in nature (items 7, 26 and 19)—“Boys . . . are sometimes nice and sometimes bad.” “Dating . . . is O.K. unless it is with a fresh boy.” “Other kids . . . are some good, others bad.” It would seem, however, that she does not mix much with individuals her age, and there is one indication that she does not share common satisfactions with them (item 38)—“Dancing . . . is a favorite pastime for others but not for me.”

Her activities seem to be largely of the spectator or solitary type, as illustrated in these comments (items 16 and 22)—“Sports . . . football is the best sport.” “Reading . . . is a very grand recreation.” Such nonsocial activities may be a form of compensation to minimize the frustrations of lack of social relationships.

General Attitudes

There is at least one indication that she feels inferior and inadequate as a student since she states in item 5, "I regret . . . that I don't know more. I would like to learn." Apparently her means of compensation is through the stereotypes of interest often expressed by good students, such as (items 3, 5 and 28)—"I want to know . . . a lot of things." "I regret . . . that I don't know more. I would like to learn." "Sometimes . . . I love to read and write essays." Concomitant is her strong need to succeed in the academic field, as seen in item 23, "My mind . . . is a thing that will give me an edge over the other kids because I like to read and study. I would like to improve."

Character Traits

"My greatest fear . . . is that I can't succeed." "The future . . . is dark but I got to make good." These statements (items 13 and 24) illustrate her strong fear of failure and her need to succeed, since failure would be tantamount to having to accept her feelings of inadequacy as real. Recognition for accomplishment as a result of interest and determination is the mode by which she hopes to be able to satisfy her needs, since she says (items 15 and 23)—"I can't . . . I believe there is nothing I can't do if I once set myself to do it." "My mind . . . is a thing that will give me an edge over the other kids because I like to read and study. I would like to improve."

Although she shows little insight into causes or, at any rate, gives little expression to them, she is greatly concerned about her nervousness and fears insanity (item 39). She states (items 18 and 20)—"My nerves . . . are terrible. I go to pieces at the slightest things not outward but always inside." "I suffer . . . inside when I'm fussed at."

To some extent she feels picked on and discriminated against, since she says (items 20 and 30)—"I suffer . . . inside when I'm fussed at." "I hate . . . people who kick other people around." To meet these feelings she occasionally becomes aggressive toward others (items 10 and 29)—"People . . . are nice usually but I suppose I met the unusual." "What pains me . . . is teachers who have no interest in their students." In other cases she turns the hostile feelings inward and places the blame on herself, as in items 21 and 37—"I failed . . . myself when I was raised." "I . . . sometimes like myself but sometimes I hate my action."

Summary

This is the record of a girl who has a strong need for acceptance and warmth, but has few ways to satisfy it. It would seem that at an early age her only means of satisfying basic needs was her father, and that after his death she was without even this. Apparently this has resulted in a search for warmth and acceptance, particularly from some older person, but without much success. On the whole she is much less concerned about her relationships with her peers.

Her reactions to frustration of needs are aggression occasionally, which is directed toward others as well as herself, and channelizing her efforts toward recognition for success. As far as she is concerned, an education and acceptance from teachers is the most available pathway open to her.

Contribution of the *ISB*

Evidence from the record indicates that selection of a suitable clinician for this individual would not be a difficult matter. It may be seen that a male of any age or a young female would probably be most effective, but the essential requirement is that the therapist be able to give continued warm acceptance.

All things point to this girl as being a good treatment risk: she is able to form and wants a warm relationship without fear of rejection; she is dissatisfied with the present state of affairs and desires a change; her defenses are not strong; and she is mature enough and intelligent enough to be able to develop more than superficial insights and accept interpretations.

The record also suggests that as treatment progresses and she is secure in the relationship, then it may be wise to channelize her modes of satisfaction to peer group relations rather than to reinforce the seeking of parent substitutes.

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PART II

SCORING MANUALS

It will be noted that examples have been omitted at some scoring levels. This is attributable to the fact that no responses which could reasonably be scored at those levels were found among the cases used to construct the scoring manuals. It is entirely possible that the user of the *ISB* will find a response which he feels should be placed at a level for which no example is given here; the general directions and ideology for scoring will govern the placement in such cases.

The examiner is cautioned against using interchangeably the scoring manuals for male and female records. In constructing the scoring manuals, it was found that responses made by male and female subjects can not be scored by using the same criteria.

The designated weights (0-6) used in scoring and the categories (P3-C3) have been noted beside each group of responses.

Examples quoted in the scoring manuals have been scored on the basis of both content and length. For the convenience of the examiner, those responses which have been given an additional point in the direction of "C" because of length are marked with an asterisk.

SCORING EXAMPLES FOR MALE RECORDS

1. I like . . .

- (6) C3. to know if I am going crazy
- (5) C2. security; to be alone; to be away from crowds; to be happy
- (4) C1. girls who don't smoke and drink; intellectual people; quiet people; (philosophical speculations); (solitary hobbies—e.g., reading; hunting and fishing by myself)
- (3) N. to observe people; to eat; (foods); (seasons); hunting and fishing (unqualified)
- (2) P1. sports; to have a good time; school; (social hobbies); (specific persons)
- (1) P2. people; (any equivalent aspect of socialization); cold beer; girls; dancing; my wife
- (0) P3. a great many things; most everything

2. The happiest time . . .

- (6) C3. (negation, e.g., ends badly; goes wrong)
- (5) C2. is never to return again; is over; was in combat; (past condition in which regret is stated); (will be when——)
- (4) C1. is when discussing philosophy; was during childhood; will be at home; was in the Army (Navy); (solitary activity—e.g., long walks in the country)
- (3) N. working; in high school; (a season); (a time of day); (a date); (a place)
- (2) P1. when I met ——; was a vacation trip; a summer experience; when I came back to the United States; when exams are over; (with some person); when I pledged ——
- (1) P2. is yet to come; is ahead; need not be the good old days only; when I got married; to make someone else happy; (social activities involving a group)
- (0) P3. is now

3. I want to know . . .

- (6) C3. why I am alive; why I was born; how I can straighten myself out; how I can get over my troubles; how to solve my problems; (why any symptom of maladjustment is present)
- (5) C2. (how to solve *personal* problems of adjustment—e.g., how to be more popular; how to have more friends); how to get along with the fellows better; whether I will succeed or not
- (4) C1. about life; of the mysteries of life; about marriage; what life is all about; about the future; (how to obtain *specific* personal satisfaction—e.g., get better grades; a girl)
- (3) N. what this (test) is all about; you; your name; why; (information, general)
- (2) P1. everything; (information as to hobbies, vocations, sports); more about people
- (1) P2.
- (0) P3.

4. Back home . . .

- (6) C3. there are always arguments; I hate it; I hate to go there; (any strong negative statement); *is New Jersey*
- (5) C2. I felt secure, but it did not improve my condition; I wish I were; (desire to get away from home); (strong desire to be home)
- (4) C1. was the happiest time of my life; (expressed superiority of home conditions—e.g., people are more friendly); (mildly negative statement—e.g., I did nothing particularly important; nothing ever happened)
- (3) N. on the farm; in Indiana; for keeps; I have ——— (enumeration of family); (description of normal home activity)
- (2) P1. (mildly positive statement about home without implying strong desire to be home—e.g., I had a good time; I love to go there for vacations)
- (1) P2. are a couple of swell parents; are fine friends
- (0) P3.

5. I regret . . .

- (6) C3. being born; living; being a failure; (specific act with guilt)
- (5) C2. that I can't make up my mind; intellectual deficiency; my inability to concentrate; my inability to get along with people; not being socially active; that I am still single at 26; not having had a vigorous life; my past; losing friends; (any mistake, personality deficiency or inferiority); (inability to discover cause of some symptom)
- (4) C1. poor grades; my ignorance of subject matter; wasted time; time in the army; (academic deficiency); (mild dissatisfaction with present affairs); (specific acts or instances of bad judgment)
- (3) N. that I was late this morning; that I missed—(movie or play); to see bad test grades; to inform you; that I have but one life to give for my country; the war; (external social conditions not immediately affecting the subject)
- (2) P1. that I am taking this test; not being a millionaire
- (1) P2. very little; nothing
- (0) P3. that I am not fishing; to hear the alarm clock

6. At bedtime . . .

- (6) C3. I can't sleep; I become depressed
- (5) C2. I review the day's events; I like to drink (hard liquor); I think; I have trouble in sleeping; I dream a lot
- (4) C1. I don't want to go to bed; I feel awake; I think about the future; I read the Bible; I pray; I plan the next day; I can relax
- (3) N. I get ready for bed; I talk with my wife; I drink a glass of milk; I am tired
- (2) P1. I wish the day was longer
- (1) P2. I am sleepy; I go to sleep; I go to bed; I retire
- (0) P3. I go to sleep right away; I brush my teeth

7. Boys . . .

- (6) C3. I like fellows who do not try to show that they are better than I^o; are the only ones to be trusted
- (5) C2. do like me; can be good friends
- (4) C1. generally seem to lack the aesthetic sense girls possess; are good friends—that is, some of them
- (3) N. will be boys; like football (any sport); are stronger than girls; have more freedom than girls; are noisy
- (2) P1. (statement of mild superiority tending toward humor—e.g., are the more reasonable of the sexes; are easier to get along with than girls)
- (1) P2. are regular; are good company; (statement of good fellowship); and girls get together
- (0) P3.

8. The best . . .

- (6) C3. friends are animals like dogs and cats; years of my life are wasted; (negation—e.g., turns out bad)
- (5) C2. does not always bring happiness; companion I ever had was my mother (father); was in childhood days; I can do, I do not always do; (definite implication of past which is not to return)
- (4) C1. is sometimes not good enough; is supposed to be in college; does not always work out; buddy I had is gone
- (3) N. is none too good; singer is——; (magazine, book, etc., is——); things in life are free; things must be worked for
- (2) P1. friend I have is——; person I know is——; (experience, time)
- (1) P2. woman is my wife; is my marriage
- (0) P3. is yet to come; (optimism); is now

9. What annoys me . . .

- (6) C3. everything; is life; women; people; swearing
- (5) C2. is that I make few decisions; that I am unable to straighten things out by myself; crowds; typing; noise; my back; my nerves; is that I am not interested in anything in particular; (symptoms); (things about self or others' reaction to self—e.g., to have someone bawl me out)
- (4) C1. girls smoking; the ignorance of others; conceit; (kinds of people—e.g., stuck-up people); (stereotyped prejudices); (an academic subject)
- (3) N. red tape; inefficiency; classical music; reckless driving; referee baiters; gritting of teeth; chewing gum; insects; does not annoy other people; (weather)
- (2) P1. this test
- (1) P2. completing this sentence
- (0) P3. nothing; people who squeeze the toothpaste tube in the middle

10. People . . .

- (6) C3. disturb me; worry me; never understand me; frighten me; have it in for me; are hateful
- (5) C2. annoy me; (strong criticism of people in general—e.g., destroy what they build, have a deplorable sense of value); (indication of unfavorable attitude toward subject—e.g., think that I am a snob)
- (4) C1. can be got along with if you try; do not cooperate enough; run around in circles most of the time
- (3) N. are sometimes good, sometimes bad; who are truthful will be rewarded; work to achieve something; inhabit the world; are interesting to *study*; (stereotypes—e.g., are funny; are crazy)
- (2) P1. are interesting; are fascinating; are nice
- (1) P2. are good; are basically good; I like
- (0) P3. are fun; I like them all; are wonderful; are the salt of the earth; touch wet paint in spite of wet paint signs

11. A mother . . .

- (6) C3. (extreme conflict, stated or implied failure of mother)
- (5) C2. can be very trying; can be exasperating at times; has many burdens; suffers; is a person who does everything she can for you; (most *should* responses—e.g., should help her children)
- (4) C1. holds the responsibility of shaping the lives of her children; is the most beautiful thing in the world; is getting old; is dear to her children
- (3) N. has many responsibilities; is the chief determiner of a child's personality; has children
- (2) P1. is a man's best friend; is a good pal; I'm very fond of mine; is swell; is a good guide
- (1) P2.
- (0) P3.

12. I feel . . .

- (6) C3. upset all the time; pretty bad often; bad; no good; resentful; peculiar; (resentment of personal treatment)
- (5) C2. unsure; insignificant; the need for something to protect and love; I can succeed if I try; I can better myself
- (4) C1. I don't know why I'm at school; obligation; better in summer than winter; I am making a definite contribution to my fellowmen; I am master of my fate; I am in a rut; tired; (resentment toward external conditions)
- (3) N. best after taking a shower; terrible with this cold in my head; sorry for anyone who is bashful; sentimental at times; best after a good night's sleep; sleepy; hot; (song titles—e.g., like a motherless child); (desire for something not dependent on personality factors—e.g., like a coke; I'd like to go fishing)
- (2) P1. OK; all right; with my hands; as if I could annihilate my chemistry difficulties
- (1) P2. swell; good; fine; like a feather in the breeze
- (0) P3. happy; wonderful

13. My greatest fear . . .

- (6) C3. I have no fear; is going crazy; not getting over my difficulties; doing something wrong; (being like someone); (return of symptoms or difficulties)
- (5) C2. is that I will never get married; myself; snakes; ill health; failure; burning to death; heights; death; darkness; the future
- (4) C1. is fear itself; flying over water; financial insecurity; is before midterms; fire; wind; water; hurting someone; (political fears)
- (3) N. nothing; was in combat
- (2) P1. is over now
- (1) P2. does not disturb me much
- (0) P3.

14. In high school . . .

- (6) C3. it was like being in jail; I was a child in a lost wilderness; I was extremely self-conscious and backward
- (5) C2. I did interesting things—often alone; I was socially inactive; I was better off; I hated to read; I was bored
- (4) C1. I hated to study; I neglected my opportunities; I played around daydreaming when I should have been learning to study^o; I got along with most people; I was no shining star; I was a poor student; I made good grades, but I was socially inactive
- (3) N. I didn't study much; I played too much; one should study if one wants to go to college
- (2) P1. I did all right; I was a good student; (statement of liking sports or subjects)
- (1) P2. happy days; my principal reminded me of a grizzly bear; (statement of participation in sports or activities)
- (0) P3. I had a lot of good fun

15. I can't . . .

- (6) C3. take as much as others can; keep from worrying about the future; sleep nights; think straight; (escape persistent thoughts)
- (5) C2. sit still; do much; get interested in social activities; get enthused about my present choice of vocation; concentrate; study; make myself do things; accept my physical limitation; (forget a specific person); (stand any kind of person or condition)
- (4) C1. concentrate *at times*; get the best of reading; express my thoughts; (study specific subject matter)
- (3) N. believe 22 years of my life have passed; appreciate poetry; (specific skills—e.g., swim; play bridge; play tennis); (get around to do something); (understand something: subject matter, fact, or information—e.g., understand why psychology is not given in high school)
- (2) P1. complain; wait until I get married; think what to say here; figure out what this is all about; do more than time permits
- (1) P2. be two places at one time
- (0) P3.

16. Sports . . .

- (6) C3.
- (5) C2. do not interest me; bore me; afford relief; are my chief escape; I am not a very good athlete; I don't like
- (4) C1. I like to look at, but not participate; (and vice versa); I don't like except football (any specific sport)
- (3) N. are a great part of American life; are in the limelight; are interesting
- (2) P1. are developers of team work; are my favorite pastime; are a favorite topic of conversation; are an important part of life; are interesting *to me*; (mention of favorite sport or sports)
- (1) P2. are fun; I love them
- (0) P3.

17. When I was a child . . .

- (6) C3. I was physically inferior; I was frail; I was sick; I was miserable; I was unhappy; I was moody
- (5) C2. I was often punished; I was very uncertain about things; I was happier; I was very shy and backward; things were different; I was pushed around by others; I was spoiled; I was taught to obey; I stayed by myself; I had few friends
- (4) C1. I was shy; I had everything; I was bad; no plans for my schooling were made; I fought with——(sibling); ~~we~~ were poor
- (3) N. I acted like a child; I spoke as a child; I was mischievous; I had no worries; I spent much time with my grandparents; I was more or less wild; I wanted to be a doctor
- (2) P1. I loved sports; I liked to ——; I was active; I liked adventure
- (1) P2. I was happy; I enjoyed life; I was always gay
- (0) P3. I had a wonderful time; I built soap box racers

18. My nerves . . .

- (6) C3. trouble me a lot; are shot to hell; are shot; are terrible; often worry me; are being shattered
- (5) C2. are very poor; have been on edge since the war; are inwardly causing personal discomfort; are less steady since two years ago; are always on edge; are hard to control; are jumpy; are unsteady; are on edge at home (or social situations)
- (4) C1. are not as calm as they should be; never bother me outwardly; are jumpy during arguments (or other exciting situations); bother me at times; are a set-back at times; are as good as anyone else's
- (3) N. conduct impulses; are in my body
- (2) P1. are fairly steady; are not much better or worse than average
- (1) P2. are pretty good; are OK; are all right; are normal; don't bother me
- (0) P3. are very steady; are sound; are good

19. Other people . . .

- (6) C3. worry me; laugh at me; are no good
- (5) C2. annoy me; aggravate me; irritate me; don't seem to be very impressed with me; have the same trouble, but in a lesser degree; are superior to me; are happier; are better off; don't worry as I do; interest me from a psychological but not personal viewpoint; I envy
- (4) C1. don't bother me very much; tell me I have a wonderful personality; are no better than I; always succeed and so can I; have their problems too
- (3) N. seem busy coming and going; in our community are fairly resourceful; have their own minds; have their lives and I have mine; are sometimes nice; are different; are some good and some bad; might think different but who cares; have fun; are interesting to observe
- (2) P1. interest me; usually like me; amuse me; are entitled to their own opinions; are OK; are usually very nice to me; get along with me; have fun *too*
- (1) P2. are friendly
- (0) P3. are swell

20. I suffer . . .

- (6) C3. mentally as well as physically; consistently; from dizzy spells; too much; from not being wanted
- (5) C2. from self-consciousness as limiting as a physical ailment; from not having enough intimate friends; a need of clarifying my problem; from an inferiority complex; humiliation; mentally when I do bad; from a nervous condition; not fitting in; from lack of security; from being too easy going with some people; loneliness; (psychosomatic symptoms—e.g., headaches)
- (4) C1. little physical pain; from a *slight* inferiority complex; possibly a little mentally; when I see others suffer; (from limitations imposed by actual disease); (physical symptoms—e.g., from myopia, from sinus)
- (3) N. in cold (or hot) weather; in final exams; after drinking
- (2) P1. little; mostly from study; no disadvantage
- (1) P2. from cold ears on mornings such as today
- (0) P3. from nothing

21. I failed . . .

- (6) C3. as a human being; as a man; miserably; to live in my youth—I just existed; to find happiness; in life
- (5) C2. often; to accept my limitation and adjust to it; to see my mistake in time; somehow to take care of myself; in love; in flying; in the army
- (4) C1. to apply myself; in becoming a good student; to train my mind to concentrate; too many courses; to find satisfaction in glamorous gals; to make a hit with her; (academic failure with rationalization—e.g., accounting because I could not force myself to do something uninteresting to me)
- (3) N. to keep an appointment; at nothing; (an academic subject with no added rationalization)
- (2) P1. to get up in the morning; but keep on trying; to get the point of this test
- (1) P2. to hear the alarm clock
- (0) P3.

22. Reading . . .

General: A "C" response is one which suggests that reading is the chief source of satisfaction, whereas "P" responses imply enjoyment of reading but not the probable substitution of reading for other activities.

- (6) C3. hurts my eyes
- (5) C2. is enjoyable if I can relax for a while; is quite a problem for me; out loud is my weak point; is difficult for me; is slow for me
- (4) C1. novels and magazines takes too much of my time; is not my specialty; is my favorite occupation (hobby, pastime)
- (3) N. and writing are taught in grade school; is broadening; is interesting; does us all good; is my chief source of information; is something I wish I had more time
- (2) P1. is a pleasant pastime; is becoming a hobby; is a favorite pastime
- (1) P2. is a pleasure; I love to read
- (0) P3.

23. My mind . . .

- (6) C3. is all mixed up; is confused; is so mixed up at times; is in a whirl
- (5) C2. wanders too much on many things; is confused as to the future; is all right—only something happened I don't fully understand; is not made up; doesn't seem to be perfectly clear; is free from turmoil when I'm happy; runs away in imaginative thinking; wanders; is unable to concentrate
- (4) C1. I can control and manage most of the time; often wanders when I should be attentive; is capable of absorbing anything if it is presented right; can be changed too easily; is set upon being a success; sometimes seems dull in school, yet alert on the outside; isn't as organized as I would like; is too analytical—I should be more carefree; wanders half of the time; is on the whole better than average, but can't seem to concentrate*
- (3) N. is my most precious faculty; is dull in the morning; wanders during lectures sometimes; is made up; is a blank
- (2) P1. is active about something most of the time; usually decides on one thing and then sticks to it
- (1) P2. is made up as to what field I will enter after graduation*; is open to new ideas; is OK; average; normal; remembers well
- (0) P3. is clear; is good

24. The future . . .

- (6) C3. is in vain; I hate to think about; is black; is hopeless; I have no future
- (5) C2. is what I'm worried about; depends on whether I shall be able to change my life°; is very undecided for me, as I'm torn between two different ways of life°; is dark
- (4) C1. offers me the hope of achieving my finest ambitions and eliminating my difficulties°; looks rather black for the future of our country; is black *for the world*; keeps me wondering
- (3) N. is difficult to predict; is uncertain; of the country (or the world) depends on—; is not clear; will tell; is yet to come; looms
- (2) P1. I hope to become a good—; I hope to be of more service to humanity; depends on the present; looks better than the past; is what I make it; holds so many hopes and things undone for me; I hope to get a good steady job and a nice girl for a wife°; must be planned for; should be bright
- (1) P2. is bright; looks very bright; OK; good
- (0) P3. holds happiness; is full of promise; I shall try to make a happy venturesome event; looks wonderful

25. I need . . .

- (6) C3. help; to find myself; someone to depend upon; solitude; help in solving my problem; guidance which I couldn't get at home; courage to be happy; genuine confidence in myself based on an acceptance of my physical limitations°
- (5) C2. to have some things taken care of; more social practice; guidance; nothing that I couldn't have if I really wanted it; more friends; confidence; more money, more time and more friends
- (4) C1. to consider my judgment with more respect; determination and will power; to succeed in my profession; to be able to speak more effectively before people; to be married; a rest; sleep
- (3) N. to make good grades; some help in German; money; a wife
- (2) P1. but learn what I do not know; a new suit; just about \$10,000; something to eat; a new car; (housing)
- (1) P2. nothing; more time for all my interests
- (0) P3.

26. Marriage . . .

- (6) C3. is a mistake
- (5) C2. is my one thought of happiness—a beginning; is the one way that I think I could attain my goal in life°; is a way out; makes more responsibilities; will do much to help me; is all right for the right people; if you have the right mate
- (4) C1. is one of the greatest tests of social adjustment; will give those a completeness of life; is a wonderful thing, but should be taken more seriously; is necessary; is fine with the right person; (most *if* statements)
- (3) N. in these days has more chance of making good than a few years ago; is something I desire, but not until I have sown my wild oats; is a thing of the future; is a sacred thing; is a private affair; is a noble institution; for some completes an ambition
- (2) P1. is a wonderful institution—but who likes institutions?; for me is comradeship and companionship throughout the years; companionship I hope I soon may enjoy; is a wonderful idea; is a good thing; is something everybody should indulge in; is something to look forward to
- (1) P2.
- (0) P3. has made me very happy; is wonderful

27. I am best when . . .

General: To clarify the distinction between "C" and "P" responses—a response which has the implication that the individual feels adequate and secure with only a *limited* or *restricted* group of people whom he knows very well, is scored "C"; whereas a response which has merely the implication that he likes to be with friends, is a "P" response.

- (6) C3. with inferiors
- (5) C2. alone; by myself; I do not worry about my maladjustments; I rid myself of feelings of incompetence; I am happy; at home
- (4) C1. things are working out; I am exhibiting my talents; I had a good night's sleep; alone with one person; I understand something; I'm with people I know well and who know me well*
- (3) N. I am working; busy; well-rested and under pressure; I do things that give me joy; I'm calm and cool; I'm fresh; I feel good; when I get up in the morning; after breakfast; (using academic skills)
- (2) P1. I am asleep; I am with people I like; I'm with people I know well; having a party; when I'm awake; (on vacations)
- (1) P2. with people (general)
- (0) P3.

28. Sometimes . . .

- (6) C3. I think I'm going crazy; things seem hopeless; I think people watch me; I wish I hadn't been born; I become completely discouraged; I wish it would all end; I wonder what's the use; I'm afraid of everything and everybody; (hopelessness; suicidal wishes); I wonder if it's all worth the trouble
- (5) C2. I can't sleep; I get the blues; I am moody and quiet; I wonder why; I am lonely; I am unhappy; I feel as though I should give up school; I worry; people's selfishness thoroughly disgusts me; I wish I were back in the army; (any psychosomatic symptoms—e.g., I get headaches)
- (4) C1. I feel a little jumpy when things are popping fast; my parents worry too much; it is much better not to speak out of turn; I try too hard; I lose all my foresight; I get very temperamental; I wonder where all my thoughts come from; plans do not work out
- (3) N. I feel like traveling; I wonder; (song titles)
- (2) P1. I am happy; I like to do things on the spur of the moment*; I like to—(any activity); I'd like to get married
- (1) P2. I feel like a long vacation with pay; I am exuberantly happy; I wonder who made up these tests
- (0) P3.

29. What pains me . . .

- (6) C3. my home life; fear; seeing blood
- (5) C2. a moaning person; is to be humiliated; is that my parents are still supporting me; is if I give up school I won't have the required background for success^o; is that I have no goals; are selfish people; are cruel people; are jealous people; (people who make one feel insecure); (psychosomatic complaints)
- (4) C1. people who brag; show-offs; my lack of will power; injustice going on; laziness; overeating; (physical complaints—e.g., my teeth); (social or political conditions, nonpersonal in nature)
- (3) N. low grades; doing exercises; piling unnecessary work on students; the crowded conditions in this school; (foods); does not pain others
- (2) P1. getting up too early; two midterms in one day; pains most people
- (1) P2. is not important; nothing
- (0) P3. a blow in the solar plexis

30. I hate . . .

- (6) C3. people; almost everyone; to be nervous or afraid; to think of people ridiculing my parents' lives; smoking, drinking, carousing, and cursing
- (5) C2. cruel people; selfish people; this place; confusion; being made a fool of; selfishness; conceit, intolerance and unkindness; to be bossed by those inferior to me; to not know whether I'm coming or going; to meet people
- (4) C1. to wait on or for people; to be only a little guy financially; people who don't tell the truth; small details and routine existence; women who smoke; to see people crying; conventional ways; doing things I don't like
- (3) N. cold north wind in January; war; (weather); (kinds of foods)
- (2) P1. political speeches; two tests in the same day; getting up in the morning
- (1) P2. none, nothing, and I hope I shall never; nothing; nobody
- (0) P3. warm beer

31. This school . . .

- (6) C3. I hate
- (5) C2. is further from home than I would like; gives me no relief; lacks an atmosphere of reality; is no good; is disorganized
- (4) C1. works on a mass production basis; is not conducive to working; is merely a machine to grind out diplomas; is too big; (is too radical or too conservative)
- (3) N. is a big one; is overcrowded; is not as good as it could be, nor as bad; is average; like many others is not divorced from politics
- (2) P1. is OK; is all right
- (1) P2. is my favorite; is a good school; has many opportunities; is more interesting; starts too early in the morning
- (0) P3. is swell

32. I am very . . .

- (6) C3. nervous; unhappy; lonesome; discontented with myself; confused
- (5) C2. undeveloped in many respects; dissatisfied with school; self-conscious at times; touchy on the subject of my parents; lonesome at times; unrestful; resentful of all individual or group privileges; ambitious for security of an economic independence
- (4) C1. inconsistent in my thoughts; susceptible to suggestions; sentimental at times; sorry about my lack of proper education; restless *at times*; uncomfortable at times; grateful for——(help); sorry; glad something is being done; determined to do well; frank; blunt
- (3) N. studious sometimes; tired of this test; cold; hot
- (2) P1. normal as far as I'm concerned; glad I started college; interested in—(activity); fond of my friends; interested in helping people; important to "I"; (fond of ——); (happy about——)
- (1) P2. lucky; alert; happy—(activity)
- (0) P3. happy; happy with my wife; satisfied with life

33. The only trouble . . .

- (6) C3. is that I worry about my mother (or father); I can't think; is an inner confusion
- (5) C2. is getting adjusted; is that it is such a complex situation; is insufficiency of self-confidence; is I don't know why I'm the way I am; is my lack of happiness; is being too self-conscious; too many troubles; is indecision; (psychosomatic symptoms —e.g., is constipation); is too often by the time you get anywhere you're old enough to die*
- (4) C1. is my folks live too far from this state; is that I'm young and inexperienced; with this school is the social life is too strong; with school is its incompleteness; is with school; life has too many complications; with society is that people do not have a chance to act decent*; here is getting a date; is inability to study; is financial
- (3) N. with most sports is intensive training to keep in physical fitness*; with the library is that it's too stuffy; is the long hours needed for studying; (climate); (weather)
- (2) P1. is not serious; is filling this out; is that there are not more hours in the day
- (1) P2. no trouble; is nothing
- (0) P3.

34. I wish . . .

- (6) C3. I were different; I were never born
- (5) C2. I could be as natural and confident as most people; to know what people think of me; I had a definite goal in life; I could forget I'll be like my father; I were settled and happy; I was able to utilize my intelligence; I were home
- (4) C1. I was married; I was on my own; I could arrange my time better; I had all the money I need; my folks lived nearer; for love and happiness; I were through with school
- (3) N. I were in——(place); this quarter would end soon; the state would give the G.I.'s a bonus; I could get a 3.5 grade average; (some person)—would visit me; (something for betterment of society)
- (2) P1. to gain more knowledge; I could see as much as can be seen; do more things; (to learn a sport or social skill)
- (1) P2.
- (0) P3. I had a good glass of beer

35. My father . . .

- (6) C3. promises many things and never keeps them; is the male responsible for my existence; wasn't very good; was a fool; and I have many arguments; is an alcoholic
- (5) C2. and I were never buddies; is in pretty bad shape; is hard to understand; is stern
- (4) C1. is in bad health; is good to me, but we have little spiritual communion; cannot supply me with everything; never had much of a chance; is proud; is sensitive; lives in——
- (3) N. is home; is a salesman; is dead; had all his teeth pulled; is a hard worker; is living
- (2) P1. is good to me; is very intelligent, though not highly educated; is an ideal to me; is an excellent mechanic; is a good hard working man; is the kindest, most honest man I have ever known
- (1) P2. is extremely caustic and reactionary, but I love him; is OK; is all right; is a good man
- (0) P3. is the greatest dad in the world; is a swell guy; is a good joe; is a good companion

36. I secretly . . .

- (6) C3. wish he (anyone) were dead; worry whether or not I'm crazy; hate my father (or any relative); indulge in masturbation
- (5) C2. wish I could make friends more easily; wonder if I think this worse than it actually is; worry about (symptoms); want to be a *great* success
- (4) C1. look out for myself first; confide in——; dislike girls who drink or smoke; envy; wish for success as——(something specific); need advice
- (3) N. hope to graduate; have many ideas; have my opinion; hope; (concern over human progress); (desire to travel)
- (2) P1. have ambitions of owning a Cadillac; hope to be a ——(some skilled occupation); wish I could play the piano
- (1) P2. have no secrets
- (0) P3. don't dislike anyone; am proud to be a father; enjoy being married; wish I could make some dandelion wine

37. I . . .

- (6) C3. am confused; can't think clearly; dread marriage; (expression of guilt); (strong rejection of people); want love, happiness, and to understand myself
- (5) C2. hope things are cleared up all right; have been forced to neglect many important things; am torn between two goals; hope this does some good; am embarrassed pretty easily; (psychosomatic symptoms)
- (4) C1. should be more optimistic I suppose; would love to settle down with a high paying job; talk too darn much; want to be a successful husband; (physical symptoms)
- (3) N. wonder what the purpose of this questionnaire is; work at——; can't think of anything to say
- (2) P1. am happiest when busiest; always try to do my best at new problems; am determined to make something of myself; (ambition—specific)
- (1) P2. believe this would be a good place to write nothing; —ya got me; like to dance; don't want a million dollars to make my dreams come true^o; am easily satisfied; am OK
- (0) P3. feel good

38. Dancing . . .

- (6) C3. is one thing I hate
- (5) C2. seems to be the only pastime enjoyed by students here; does not appeal to me; doesn't interest me; is all right, if you like it, but I don't care too much for it*
- (4) C1. wish I could; a pleasure I get little of; something I don't have much time for any more; takes time and plenty of practice; I would like to improve in; I like, but I'm not good at; is tiresome; is fun, but my wife doesn't like it; is my only outlet
- (3) N. is all right; is OK; is fun with the right people
- (2) P1. gives relaxation; is a good way to spend an evening when out with a date*; is fun if you know how
- (1) P2. is fun; is my favorite recreation; is a wonderful pastime; I love it; appeals to me; is a good way of meeting nice girls
- (0) P3.

39. My greatest worry is . . .

- (6) C3. if I'll make my wife happy; going crazy; will I ever get better; will I ever be happy; if anything has left a handicap or scar on my life; my aggravating, disgusting illness; (sex)
- (5) C2. self-consciousness will prevent me from being what I hope; divorce or forced marriage; how to become happy; maiming; myself; that I'll continue on as I am; I will fail to attain my goal in life; failure; school and marriage; getting a girl friend; (family affairs); (health of relatives); (psychosomatic symptoms)
- (4) C1. is college; not to complete my education; concerning entrance into professional school; money; exams
- (3) N. an idea for a theme; just before midterms; (concern over society or nonpersonal things)
- (2) P1.
- (1) P2. don't have any
- (0) P3.

40. Most girls . . .

- (6) C3. are no good; can't be trusted; give you a bad time; don't appreciate the responsibilities of motherhood
- (5) C2. don't bother me; are *only* looking for husbands; don't impress me; are dull; are attractive until their personalities disappoint me; are too self-centered; are nuts; are a pain in the neck; (general statement of low morality)
- (4) C1. are fine, if I could have one; are pleasant, but frivolous; are eager beavers; are looking for husbands; are really nice, but too affected; are fickle; are too frivolous; smoke too much; use too much paint; can't make up their minds
- (3) N. are particular in way of dress; are weaker and weigh less than boys; like to wear pretty clothes; like dancing; are hard to understand; (stereotyped wise-cracks)
- (2) P1. I enjoy their company; are nice; are OK; interest me; are good dancers
- (1) P2. are all right; are easy to get along with; are attractive; like me; appeal to me
- (0) P3. are a lot of fun; are good kids

SCORING EXAMPLES FOR FEMALE RECORDS†

1. I like . . .

- (6) C3.
- (5) C2. to be happy; to be liked and to have praise and recognition; to be alone; security; to be away from crowds; true friends; peace of mind
- (4) C1. to be on the go doing something all the time; to fight; (solitary hobbies—e.g., reading); to feel that my work is well done; to help people; to be loved
- (3) N. to lie on the grass and listen to music; to eat; flowers; (foods); (magazines); (seasons)
- (2) P1. to have a good time; sports; to live; to go to school; dancing; good fun; (activity with—); (a male name)
- (1) P2. to have a good time with *people*; dancing, parties and sports; (any equivalent aspect of socialization); being with people; to meet people; most people; children; so many things
- (0) P3. just about everything and everyone

2. The happiest time . . .

- (6) C3. (negation—e.g., ends badly; goes wrong)
- (5) C2. (past condition in which regret is stated); is never to return; is over; is supposed to be in school; is when I have a feeling of accomplishment
- (4) C1. (solitary activities); long walks in the country; was during childhood; will be at home; when I received a leading role in the church play; was when I was in the sixth grade
- (3) N. (a season); (a time of day); (a place); was working; was in high school; is when I'm busiest; is Christmas; (with people in a certain profession or field)
- (2) P1. (with some person); when I met—; was a vacation trip; a summer experience; (a social date); was when I started going steady; will be my wedding; was the summer at the pool; when I pledged the sorority; is week ends
- (1) P2. has been since I started high school; (social activities with a group); is yet to come; is ahead; was when I got married; is to make someone happy; has been college; is when I'm with people; is with friends
- (0) P3. is now

† The authors wish to acknowledge their gratitude to Miss Eva Schachtitz who had the major responsibility for developing the scoring examples for the female records and who aided in the over-all validation study.

3. I want to know . . .

- (6) C3. why I am alive; why I was born; (why—any symptom of maladjustment is present); how I can straighten myself out; how I can overcome fear; how I can get over my troubles
- (5) C2. (how to solve *personal* problems of adjustment—e.g., how to be more popular); what my mental capability is; if I'll be successful; how to aid my mother to be happy; how to find religion; more about relaxing; how to live happily; what others think of me; why I am not more popular with men
- (4) C1. how to get what I want; what life is all about; what I'm going to major in; how people tick; how the mind works; what started life on earth; the mysteries of life; how to study more efficiently; why I don't get better grades; why there is so much social injustice
- (3) N. what this paper is for; what this test is all about; (general information); more about psychology; more; more about marriage; more people; what the future holds
- (2) P1. more about people; (information as to hobbies, vocations and sports); as much as I can about everything; everyone; all the answers; a little about everything; how to play the piano; how to dance
- (1) P2.
- (0) P3.

4. Back home . . .

- (6) C3. I am not surrounded by all the evil as I am here; I feel uneasy and suppressed; I am bored and lonely and irritable; everyone is tense and it is difficult to be natural; I want to find quiet and harmony; (any strong negative statement)
- (5) C2. (strong desire to be home); (desire to get away from home—e.g., is just across the city and I have never escaped it); there are few ties; the family needs harmony and I am of no help; I *sometimes* feel very unhappy; it isn't always happy; I have no desire to return; I wish I were; I was dissatisfied; is both peace and confusion; is peace; is confusion; is love; is security
- (4) C1. I work very hard; I act differently than here; I have lost contact with a great many friends; my mental life is much easier; (expressed superiority of home conditions); I have the feeling of belonging; my little sister is ill; people think I am too independent; (mildly negative statement); people are different—not as cultural; I can relax
- (3) N. (enumeration of family); we have mountains; the weather is warmer; for keeps; is a small town in Indiana; we hiked a great deal; in Indiana; it is quiet and peaceful; I act the same; (description of normal home activity)
- (2) P1. I like to go; is the most wonderful place on the earth; good to go at the end of a trying day; are the people I really love; I have a lot of fun; (mildly positive statement about home without implying strong desire to be home)
- (1) P2. I enjoy being in my home with my family; I have a wonderful family
- (0) P3. are many friends

5. I regret . . .

- (6) C3. the mess I've made of my life; being born; living; being a failure; that I'm not more affectionate; (specific act with guilt feelings)
- (5) C2. (mistake, personality deficiency or inferiority); that I can't make up my mind; my past; my inability to concentrate; that more people will not do God's Holy will; I wasted high school emotionally and academically; not having made the most of past opportunities; I am not more intelligent; I don't have a normal social life; so much wasted time in my life; coming to college; what I say to people
- (4) C1. (academic deficiency); (ignorance of subject matter); not working harder in high school; I've never had any working experience; my swearing when I'm angry; that my disposition is not always pleasant; being inconsiderate of my friends; my past schooling was inadequate; ever starting out in home economics; the many caustic things I have said; past happenings, but do not expect to let them color my life; that I am not married; (specific acts or instances of bad judgment); (mild dissatisfaction with present affairs); many things; wasting time
- (3) N. to inform you; that I have but one life to give for my country; shopping and not finding anything; leaving music out of my childhood; I can't go home this week end; that time moves so fast; (external social conditions not immediately affecting subject)
- (2) P1. I do not find time for all I want to do*; I cannot play the piano
- (1) P2. nothing; very little
- (0) P3. to hear the alarm clock

6. At bedtime . . .

- (6) C3. I often feel sorry for myself; I can't sleep
- (5) C2. I lay awake thinking; I day dream; I review the day's events; I have trouble with sleeping
- (4) C1. I do not like to have people bother me; I dislike going to bed; I still have so much to do; I'm still studying; I want to be sleepy; (I wish for——)
- (3) N. (I get ready for bed—e.g., put up hair, etc.); I'm tired; I read; I listen to the radio; I like music; I pray; I plan my next day; I think of pleasant events in the future; I take a bath; I'm glad to retire
- (2) P1. rest seems good
- (1) P2. I'm sleepy; I go to sleep; I'm ready to sleep
- (0) P3. I sleep soundly; I go to sleep immediately

7. Boys . . .

- (6) C3. grow up to be nasty men; frighten me
- (5) C2. regard women as glandular beings; seem strange to me; I wish I could be at ease with them; don't bother me anymore; are human and should be judged so; used to frighten me; may be good friends without romantic interest; think women are inferior; I don't understand
- (4) C1. are only of secondary interest to me at this time; are pests, especially small ones; do interest me if they have reached a mature level; are nicer than girls; are nice but worthless; never grow up; can be wonderful, but some are horrible; have more freedom than girls; are wonderful when they are understanding
- (3) N. love to tease their sisters; are made of snails and puppy dog tails; here are more polite than at home; are rather wild until they mature; are more apt mechanically; are important to every girl; play more rough than girls
- (2) P1. are very nice; fascinate me; are interesting; are interesting and contradictory phenomena; that I know well I like
- (1) P2. I enjoy their company and companionship; are a lot of fun
- (0) P3. are wonderful companions; can be wonderful friends; are wonderful; are a lot of fun—but I like men

8. The best . . .

- (6) C3. (negation—e.g., turns out bad); person I know is dead; thing I could possibly receive would be peace of mind, contentment, and happiness^{*}; friend I have is pinned and consequently spends all her time with the boy^{*}
- (5) C2. time was this summer because people liked me; does not always bring happiness; (definite implications of past which is not to return—e.g., was in childhood days); thing of life is peace of mind
- (4) C1. things are those of nature; dressed and groomed women are my ideal; friend is one who accepts you as you are; accomplishment is to achieve understanding; does not always appear to be so; is what I desire for myself; attitude is to mind your own business; friend I ever had is gone
- (3) N. feeling comes when I listen to Beethoven; things in life have to be worked for; is for you; of my life is spent out of doors; things in life are free; I'm capable of doing is what I'm striving for; is not good enough; is happiness; (magazine, book, etc., is——); (season is——); (food is——); (sport or recreation is——); (college is——)
- (2) P1. (experience was——); friend I have is——(name); person I know is——
- (1) P2.
- (0) P3. is yet to come; (optimism); time is now

9. What annoys me . . .

- (6) C3. is fear of my family dying; everything; is life; is men; are people
- (5) C2. is my inability to put my thoughts into action; is myself; is talking; to be kidded a lot; to be misunderstood; (things about self or others' reactions to self); (symptoms)
- (4) C1. (kinds of people—e.g., stuck-up, narrow, etc.); people who talk when I'm trying to read; stinginess; people who continually talk about themselves; insincerity; whispering in the library; waiting for people; when people ask me about my private affairs; slowness in anyone; sloppy eating habits; excessive noise when I'm studying; (academic difficulty—e.g., is that I can't get zoology); my roommate shuffling her bedroom slippers; constant chatter; false friends; (kinds of speech or accents—e.g., slow talking)
- (3) N. when people crack their chewing gum; every prof thinking that his is the only class I have; depends upon my state of mind; chalk screeching on the blackboard; red tape; inefficiency; reckless drivers; insects; cheating on exams; (weather)
- (2) P1. this test; completing this test
- (1) P2. loose buttons to be sewn
- (0) P3. nothing

10. People . . .

- (6) C3. disturb me; worry me; never understand me; frighten me; have it in for me; are hateful; I used to take at face value, but now I have become wary
- (5) C2. (strong criticism of people in general); waste so much time doing insignificant things; too often live by a false sense of what is important*; as a rule don't care about others; annoy me; are boring; (indication of unfavorable attitude toward the subject)
- (4) C1. should be more considerate; must be studied; are noisy; should try to be tactful; *sometimes* bore me
- (3) N. (stereotypes); are funny; have more fun than anybody; are always hurrying in the Western world; are so different; inhabit the world; are sometimes good, sometimes bad; are crazy
- (2) P1. are nice; are interesting; are easy to talk with if you show an interest; are easy to talk with; are complicated, but interesting; fascinate me
- (1) P2. are interesting and I like nearly all I meet; I like; are good; are basically good; are friendly
- (0) P3. are my best friends; are fun to meet and be with; are fun; I like them all; are wonderful; are the salt of the earth; touch wet paint in spite of wet paint signs

11. A mother . . .

- (6) C3. is an unfortunate necessity; (extreme conflict); (stated or implied failure of mother); is the only one you can depend upon for love and everything^o; should be devoted but not to the extent where she tries to run her child's life^o
- (5) C2. (most *should* responses); should show an interest in her children's friends; should try to bring up her children according to the teachings of the Holy Bible;^o should live and grow with her child and show him affection; should not lose her individuality in catering to her family; interferes with her child's development; whether wisely or not usually loves her children; should be lovable; rules her family; should not try to dominate her daughter
- (4) C1. must have an awareness of the importance she plays in shaping her children's attitudes^o; should see that her children develop abilities; tries to protect her children too much; has great obligations
- (3) N. has a difficult and often thankless task; must have patience and a sense of humor; tries to do the best she can for her children; is the strongest influence over her child; is the most important person in a household; is the person we always fall back on during troubles; understands her children; can be the most wonderful person in the world
- (2) P1. is someone who is more like a very close friend; and to be a good mother is my aim; can be very understanding; is the most valuable person in the world; is a wonderful person; is a person worth having
- (1) P2. is a girl's best friend; is a wonderful friend and companion; I'm very fond of mine; is swell; is what I hope to be
- (0) P3.

12. I feel . . .

- (6) C3. tense and uncertain with little or no direction; upset all the time; pretty bad often; resentful; peculiar; (resentment of personal treatment); sad most of the time
- (5) C2. with God's help I can live according to His Holy Word^o; I am a stranger to myself; insecure and inadequate; sorry for myself too much of the time; as though I were wasting my time; as though I were wasting my time in school; lost; unsure; very unhappy if I can't make my own decisions; inadequate with boys; tired most of the time; blue sometimes; afraid of the future; entirely too much; anxious about the future; ill when I go to zoology class
- (4) C1. I should like to meet some one and marry; guilty that I cut class; deeply—most people should and do; dissatisfied *at times*; I'm not doing as well as I should in school; indebted to my parents; tired; (resentment toward external conditions)
- (3) N. I could sleep for a month; spring in the air; that college is a good experience for everyone suited for it^o; euphoric when listening to music; chilly; (song titles—e.g., sometimes like a motherless child); (desire for something not dependent on personality factors—e.g., like a coke)
- (2) P1. sorry for the person who has to read these tests; OK; all right; confident in the future
- (1) P2. secure most of the time; very good today; fine; good; swell
- (0) P3. happy; wonderful

13. My greatest fear . . .

- (6) C3. is of my family dying; is that mother will harm herself and that I will be the cause or blamed; doing something wrong; someone finding out; being ridiculed; being a complete failure in life; is that which comes when I don't know what I'm afraid of or why
- (5) C2. is my inability to attain my goals; poverty and not being recognized; is making a fool of myself; continuing life without friends and being lonely; is myself; is whether or not I can be a successful wife; is that my marriage will not please my mother; is of the future; is I will be an old maid; is unhappiness; is loneliness; is being hurt emotionally; is speaking before a group; is failure; (personal inadequacy)
- (4) C1. is poverty; is high winds; is choosing the wrong vocation; is death; is the dark; is snakes; is falling off something high; is marrying the wrong person; is being run over by a train; is poor grades; is personal injury and pain; is being an invalid; is drowning; is fire; is water; is ill health
- (3) N. is that I may not get the summer job I want*; is nothing
- (2) P1. is over
- (1) P2. does not disturb me much
- (0) P3.

14. In high school . . .

- (6) C3. I was very unhappy; I was unpopular
- (5) C2. I didn't have enough self-confidence; I was too self-conscious; some of this difficulty started; I was better off; I wasn't very happy; I was socially inactive; I was an isolate; I was too shy; I was happier than I then realized; I didn't think or do much; I was sensitive about having a limp
- (4) C1. I had few contacts outside of my own group; everything was so different from college; I wish I had learned more; I hated to study; I was a poor student; I had few dates
- (3) N. one should study if one wants to go to college; we had few sports or social activities; I took——; many students are undecided concerning vocational plans; I read a great deal
- (2) P1. I was a good student; I was a leader; (statement of liking sports or subjects)
- (1) P2. I was very happy; I had fun; I was very active in all social functions; I always got stuck with making posters; (statement of participation in sports or activities)
- (0) P3. I had a good time, but not as good as college; we had lots of fun; I had many swell times; I had a wonderful time

15. I can't . . .

- (6) C3. relax and not worry; sleep nights; think straight; keep from worrying about the future; seem to find anything that really interests me; (escape persistent thoughts)
- (5) C2. feel at ease with strangers very readily; seem to tell people what I think or feel; find a goal that satisfies me; talk intimately with those nearest me; sleep *sometimes*; get interested in social activities; concentrate; study; (stand any kind of people or condition); (forget a specific person); (exhibit some specific skill, with rationalization—e.g., I can't play tennis—I have never tried); (understand why people are so stupid or selfish or insincere)
- (4) C1. spell and it keeps me from getting good grades; remember things well; decide about the future; do original thinking; talk before a group with confidence; choose my vocation; concentrate *at times*; be nice to people I don't like; make up my mind; (study *specific* subject matter)
- (3) N. spell; (specific skills—e.g., sing, swim, play piano, etc.); (understand subject matter, fact or information)
- (2) P1. is a negative attitude; do as many things as I would like to do; do more than time permits; think what to say here
- (1) P2. be two places at one time
- (0) P3.

16. Sports . . .

- (6) C3.
- (5) C2. are all right for other people; interest me very little; do not interest me as much as they should; used to interest me a great deal, but not so now*
- (4) C1. are something I wish I'd taken up in high school; I want to learn to do them; interest me a little; are of little interest except——; are my main interest in life; are something I like, but am poor at doing
- (3) N. such as golf and tennis are difficult to master; are a good outlet for excess energy; are relaxing to attend or listen to; are all right; are interesting
- (2) P1. I like——(mention of favorite sports or sport); are fun to watch; are my favorite pastime; are one of my greatest interests; are marvelous exercise and exciting to watch; are pleasant; are very enjoyable; intrigue me
- (1) P2. are fun; are my second love; I love; are tops
- (0) P3.

17. When I was a child . . .

- (6) C3. I was lonely and unhappy; I almost died; I was physically inferior; I was fra^r
I was sick; I was miserable; I was unhappy; I was moody; I was always sick .
my stomach; I spent most of my time in a hospital; I was afraid of my father
- (5) C2. we had a happy complete home until it was broken; I played little with other
children; I had great fear of people; I wanted attention and praise; I drank too
much beauty; I was often punished; I was happier; I stayed by myself; I had
few friends; I was very emotional; I was dominated by my sister; I was spoiled
- (4) C1. I was very small; my mother worked away from home; I was not nervous; I was
very shy; I had a horrible temper; I can't remember; I was very quiet; we had
a very limited income; I was fat; I was skinny
- (3) N. I was blond and skinny; I was a tomboy; I was spanked but twice; there were
few girls in the neighborhood; I was a constant companion of my father; I lived
on a farm; I spake as a child; I always was outdoors; I played with dolls; I
traveled a lot; I wanted to be a——(occupation); I wanted to grow up
- (2) P1. I had a vivid imagination and interesting life; I always found something to do;
I spent most of my happy times with my cousin; I liked school; I climbed trees;
I liked to——; the gang always did what I did; I was carefree and unconcerned
- (1) P2. I was happy; I enjoyed life; I was always gay
- (0) P3. I had a wonderful time; I liked to make mud pies

18. My nerves . . .

- (6) C3. are almost always on edge; are shot; trouble me a lot; are terrible; often worry me
- (5) C2. like peace and quiet; are bad; are demonstrated in my relationship with my family;
often get the better of me; are unsteady; have gotten worse since I came here;
are jumpy sometimes at night; are on end; are too taut
- (4) C1. are normal, but I may have an excess of tension; are no worse than other people's;
are easily upset when I am in a mood; are jumpy after a trying incident; are fairly
normal although I am nervous; could be better; become fatigued if I don't get
enough rest; are sometimes jittery; are suppressed
- (3) N. conduct impulses; are in my body
- (2) P1. do not seem to get on edge very readily; are fairly stable most of the time; are
fairly good; are usually calm; seldom get the best of me; are well controlled
- (1) P2. are normal; don't bother me; are in good condition
- (0) P3. are fine; must get bored continually relaying messages to my brain; are very good;
are steady

19. Other people . . .

- (6) C3. I seem to be afraid of them; laugh at me; are no good; annoy me
- (5) C2. seem to get along better than I; are just like I am—frustrated; fascinate me until
I know them—then I'm disappointed; seem to have more confidence than I do;
don't seem to care about anything but themselves; seem self-wrapped and remote;
who lack depth of character try my patience; have a tendency to misjudge me;
make me feel inferior; are very cruel at times; are happier; I envy; annoy me
by——; often annoy me; (are stupid, narrow-minded, etc.)
- (4) C1. have their troubles too; are necessary for a well-rounded existence; don't bother
me very much; have better study habits; are needed to make me happy
- (3) N. for the most part are like other people; are different; are always a mystery
- (2) P1. should enjoy the world as I; interest me; kid me
- (1) P2. have so much to offer me in just being acquainted; are usually friendly; I enjoy
talking to them
- (0) P3. are swell; use sugar in their tea

20. I suffer . . .

- (6) C3. I really do; I suffer from anything; periods of depression; when people snub me or speak sharply to me; from people not wanting me; consistently; mentally as well as physically
- (5) C2. from a feeling of inferiority; from inability to warm up to people; from inability to make up my mind; mentally often, but physically seldom; from fatigue; when I have to recite in class; from love; from lack of self-confidence; in a crowd of unknown people; from loneliness; when I hurt others; (psychosomatic symptoms—e.g., insomnia, headaches, etc.)
- (4) C1. from no physical ailments; from lack of sleep; when I see others hurt; (physical ailments—e.g., sinus, cramps, etc.)
- (3) N. from a cold at the present; sitting through a dull class; from being so busy; in final exams; not knowing how to cook; from putting things off; (in cold or hot weather); from laziness
- (2) P1. mostly from study; no disadvantage
- (1) P2. very little; no physical or mental strain; little
- (0) P3. from nothing; not at all

21. I failed . . .

- (6) C3. to be of much use to anyone; miserably; to find happiness
- (5) C2. to accomplish my goal; no one but myself; so many things that people expected me to do; to live up to my father's ideals; to fulfill my mother's expectation; to get love and attention when I was a child; to learn to control my emotions; to develop socially; to learn how to relax; often to see my mistakes in time; to stick to my convictions; to develop as pleasing a personality as I would like; to get the man I really loved; to develop a desirable relationship with my mother; the things I never tried
- (4) C1. (academic failure with rationalization); to make as good grades as I had planned; a course and got a positive value from it; to take advantages of all opportunities in high school; to study enough last quarter; nothing I really tried to do
- (3) N. (academic subject with no rationalization); nothing; to read the assignment; to like accounting; to do everything I planned; to make an appointment
- (2) P1. to finish a sweater; to get up in the morning; to get the point of this test; but keep on trying
- (1) P2. to hear the alarm ring
- (0) P3.

22. Reading . . .

General: A "C" response is one which suggests that reading is the *chief* source of satisfaction, whereas "P" responses imply enjoyment of reading but not the probable substitution of reading for other activities.

- (6) C3. is a means of escape
- (5) C2. is one of the few things that can give lasting enjoyment*; is easier for me when I am alone; is difficult for me; is one of my weak points; gives me little enjoyment; is good exercise to improve one's concentration power
- (4) C1. is my favorite occupation (hobby, pastime); can be a world in itself; makes me sleepy; relaxes me; is enjoyable if not technically dry
- (3) N. and writing are taught in school; is broadening; is interesting; is good for rainy days; is something I do a lot of; the newspaper is a daily pastime; was my best skill in school; I enjoy reading poetry; used to be a main occupation but not anymore
- (2) P1. is a pleasant pastime; is an enjoyable hobby; is a favorite hobby; is one of my hobbies; is very worthwhile
- (1) P2. is a pleasure; I love to read; is something that I enjoy very much; is fun
- (0) P3.

23. My mind . . .

- (6) C3. is confused; is all mixed up; is so mixed up at times; is in a whirl; is almost a complete blank when I am confronted with a certain teacher I detest*
- (5) C2. tires me sometimes—I wish it could stop thinking; functions well when I am not tense or aware of myself*; is often disorganized; is not made up; is a complete blank most of the time; *sometimes* becomes very confused; is unable to concentrate; demands explanation of my friends' and my own behavior
- (4) C1. I wish it would comprehend more; is not well trained for thinking; should be stimulated; is bored; wanders; is easily swayed; is mediocre; is only average; is occupied with the future; seems to work overtime
- (3) N. is a blank; is made up; is a mystery to me; is an enigma; is full of many things; is dull in the morning; is lazy but good;—there is no mind in psychology
- (2) P1. is easily made up; is active; is average
- (1) P2. is open to new ideas; is made up as to my goals (vocation)
- (0) P3. seems free and uncluttered; is alert and stable; is clear; is good

24. The future . . .

- (6) C3. seems to hold little; is in vain; looks black; is hopeless; I hate to think about; I have no future
- (5) C2. worries me a little because I can't seem to choose a vocation that interests me*; seems none too secure; worries me; is dark; is *too* uncertain; makes the present bearable
- (4) C1. is not planned; holds much in store if I know what to search for*; is black *for the world*; keeps me wondering
- (3) N. is uncertain; is vague; is unknown; is indefinite; is unpredictable; is ahead; seems never to arrive; will tell; reflects on the past; holds many surprises; looks dark according to some of our learned men; of the world (society) depends on——
- (2) P1. seems rosy at times and hazy at others; is of great interest to me; (statement of any realistic plans for future); is planned as much as it can be; depends on the present; is uncertain but nice; looks brighter than the past has been
- (1) P2. is full of wonder and expectation—but so unpredictable; looks good; never worries me; seems pretty bright
- (0) P3. looks well; seems very bright; is lined up and promising; holds happiness; looks wonderful

25. I need . . .

- (6) C3. help; to find myself; solitude; help in solving my problems
- (5) C2. love, affection and security; someone to be interested in my success or failure; a feeling of usefulness; someone to understand me; someone to stand with me; love; friendly companionship of others; more close friends; someone I can depend upon; more self-confidence; to grow up
- (4) C1. to deal more with people; money; (to lose or gain weight); more sleep most of the time; more time for meditation; more will power; better study habits; help in school work; special help in chemistry
- (3) N. (items of clothing or articles of use); to get good grades; to be busy; a vacation; lots of things
- (2) P1. more time to complete this test; more free time; something to eat; a man
- (1) P2. nothing; more time for all my interests
- (0) P3.

26. Marriage . . .

- (6) C3. is a mistake; is not for me
- (5) C2. is often merely an expected standard of society; is bliss for 99 per cent of the people; seems to fit so few couples well; I want after I have attained my goal
- (4) C1. (most *if* statements—e.g., is wonderful if you marry the right person); is a wonderful institution if handled fairly; has advantages and disadvantages; is a great test of adjustment; is more important than anything; is not all bliss; does not interest me right now; is a long way off for me
- (3) N. is in the picture; in about five years; after graduation; is the foundation of the home; is an institution; is a private affair; is a serious step
- (2) P1. is something I hope the near future holds for me; is one of my goals; is something I am looking forward to; is my future; is my next big step; is important for me; intrigues me; is a *great* institution
- (1) P2. is real companionship; I am all for it
- (0) P3. has made me very happy; is wonderful

27. I am best when . . .

General: To clarify the distinction between "C" and "P" responses—a response which has the implication that the individual feels adequate and secure with only a *limited* or *restricted* group of people whom she knows very well, is scored "C"; whereas a response which has merely the implication that she likes to be with friends, is a "P" response.

- (6) C3.
- (5) C2. alone; I forget others are around; I am secure; I have recognition; people appreciate me; I am encouraged but not dominated; I have confidence; I am at ease; excited and emotional
- (4) C1. alone with one person who knows me well; I am with people I know well; with true friends; in familiar surroundings
- (3) N. I am happy; I am busy; I have completed an assigned task; (weather—e.g., when it is warm); that is the question when; I am rested
- (2) P1. I can help someone; doing something I enjoy; I am asleep; someone laughs at my jokes; I am creating; (participation in activity)
- (1) P2. with a crowd of friends; with people (in general)
- (0) P3.

28. Sometimes . . .

- (6) C3. I wonder what I am living for; I get *very* discouraged; I would like to run away; I think there is no use; I become very depressed; things seem hopeless; I am afraid of everything; I am stupidly sensitive; I feel blue and sorry for myself; (hopelessness and suicidal wishes)
- (5) C2. I am very lonely; I get into bad moods; I am blue; I am temperamental and restless; I wish my life had been different; I wish I were an island native and could relax; I wonder about God; I get discouraged; I could cry; I worry about things of no major importance; I wish I were a boy; I get *very* homesick
- (4) C1. I feel like quitting school; I daydream too often; I wish I had a career which interested me; I wish I know what the future holds; I like to be by myself; what I must do is not the things I want to do^o; I would like to move from this city; I wonder why I have been so fortunate; I feel very important; I'm afraid I won't be able to reach my goals; it is hard to concentrate; I say the dumbest things; I get bored; I get homesick
- (3) N. I am happy, sometimes I am blue; I feel I could write; I wonder; I'd like to sleep and sleep
- (2) P1. ambulance sirens sound like subway cars; I feel I could do anything; I like to—— (any activity); I'd like more recreation
- (1) P2. people think I make bread pudding too often; I am very happy; I wonder who made these tests
- (0) P3.

29. What pains me . . .

- (6) C3. is my home life; is to be unwanted
- (5) C2. is people's indifference to each other; is not getting anywhere; is having to function in a social situation; is that I don't know the wise thing to do until I have done the unwise"; is not physical but mental; is to see my family lack anything; is to hurt someone; is to make someone unhappy; my weight; is criticism; is not doing things as well as I should; is to see blood; (psychosomatic complaints); (people who threaten)
- (4) C1. is lack of beauty in everyday life; people who make fun of my field; arrogant people; people who gripe; conceited people; embarrassing situations; when I know something and can't express it; is that I eat too much; my facial expression which appears as boredom; to see someone being hurt; to see people suffer needlessly; people with bad manners; (physical complaints)
- (3) N. (weather); low grades; piling unnecessary work on students; lack of time; race prejudice; (political viewpoints); does not pain others
- (2) P1. is getting up early in the morning; is the alarm clock; two tests in one day; pains most people
- (1) P2. is not important; nothing
- (0) P3.

30. I hate . . .

- (6) C3. people; almost everyone; to be nervous or afraid; myself; men; not being liked by others
- (5) C2. some of the conditions imposed by life; to ask people to do things; people who are insensitive to others; my inconsistencies of mind; being told what to do; over-affectionate people; week ends alone; to be unable to answer a question in class; not to do the best work possible; flighty girls; two-faced men; (religious or racial groups)
- (4) C1. to eat alone; bad manners; stinginess; to have to do anything at a specific time; to worry about money; (kinds of people generally considered offensive—e.g., snobs); narrow minds; to hurt people; not doing something well; to do something I don't like; (specific school subjects)
- (3) N. intolerance; prejudice; (kinds of books or movies); our lunches at the dorm; to write letters; blue jeans; (weather); cats; insects; (kinds of food—e.g., turnips); the word "hate"
- (2) P1. to get up in the morning; climbing four flights of stairs daily in U-Hall; (acceptedly unpleasant tasks—e.g., to wash dishes)
- (1) P2. never; nothing; nobody; to come back from vacation
- (0) P3.

31. This school . . .

- (6) C3. is a very cold, unfriendly place; I hate it; is driving me nuts
- (5) C2. (strong criticism of school—e.g., is no good); is very disorganized; is very impersonal and hurried
- (4) C1. is too big; works on a mass production basis; is merely a machine; is too crowded to accomplish its purpose; has good courses but poor system of grading; I prefer smaller colleges; is a very rushing one; (mild criticism of school); is run by politics; has helped me a lot
- (3) N. is typically midwestern; is overcrowded; is a big one; is very large; is a busy place; is average
- (2) P1. is stimulating; has a lot to offer; has many opportunities; has a good_____department
- (1) P2. I like very much; is a good school in most respects
- (0) P3. has lived up to all my expectations; is wonderful; is hard to beat; is swell

32. I am very . . .

- (6) C3. nervous; unhappy; lonesome; dissatisfied with myself; confused at this time
- (5) C2. anxious to make better adjustments; glad I was able to express my feelings; concerned about my family; emotional; moody at times; self-centered; self-conscious; self-conscious about my size; introspective; conscientious; extreme
- (4) C1. happy when I really understand something; undecided about a choice of vocation; sorry I can't be a doctor; fickle; sorry I fell in love; particular about the men I go out with; frank at times; (worried about specific subjects, grades); much against women smoking; sympathetic and understanding; sorry when I say mean things
- (3) N. glad it is spring and the flowers are out; certain I am spending too much time filling out this sheet; hungry; sleepy; thirsty; tired; (anxious to see someone)
- (2) P1. interested in——(any activity); glad I came to this school; interested in what goes on about me; friendly; fond of my friends; agreeable to most things people want to do; good at——(any activity)
- (1) P2. satisfied with school; happy in——(any activity)
- (0) P3. happy; contented

33. The only trouble . . .

- (6) C3. is worry about my family; is I can't think; is that I am afraid of social situations
- (5) C2. is too many troubles; is that I wonder if I am selfish; with the world is the people; is that everyone is too self-centered; is governing myself; is I lose interest in many things; is lack of confidence; is I can't reconcile myself to failure; is I must report most of my moves and activities to my parents^o; is I don't have time to reach my goals; is jealousy; is worrying about grades
- (4) C1. with school is that classes are too large; is that I haven't a hobby; with me is that I am lazy; is financial; is too much hurrying; with being short is the physical inconvenience; is I have to study; is making good grades; is that I have to work while I am in school
- (3) N. is that the world is so unsettled; (weather, climate); is the long hours needed for studying; with dorm life is the food
- (2) P1. is too much to do and too little time; only 24 hours in a day; is getting up so early
- (1) P2. is little; is nothing; no trouble; with my landlady is her marked forgetfulness
- (0) P3. when I bake is that the food disappears too quickly

34. I wish . . .

- (6) C3. I was different; I had never been born; I had a normal social life
- (5) C2. I were completely independent; I could feel that some day I will be useful; I would have gotten help sooner; I were more self-confident; I had a more pleasing personality; I were more intelligent; I were home; I had a definite goal in life; I could marry someone with qualities like my dad; I could do something very well or the best
- (4) C1. that everyone were really content; I could get better grades; I could decide upon a vocation; I had wisdom, understanding and wealth; I had more money; I were out of school and could be married; to be a success in life; I were capable of majoring in——; I were very sophisticated; I could go “active” in my sorority; it was——years from now; I were married
- (3) N. I would get a letter from——; I would get a 4. grade average; I were in—— (place); I could find a——(dress, article shopped for); that winter would pass; I were graduating; I knew what the future holds
- (2) P1. I knew the purpose of this questionnaire; I had more time; I could travel; I could help others more; (to learn a sport or skill); to gain more knowledge
- (1) P2.
- (0) P3. for nothing more

35. My father . . .

- (6) C3. hasn't been home since I was 12 years old; still frightens me; is a stranger to me; is alcoholic
- (5) C2. isn't going to change and I wish he would; is not ambitious enough; is pretty strict; and I were never too close; has always made us work very hard at home; is (was) so good to me; antagonizes me; is angry with me; isn't sociable at home; is dead but I think of him a lot
- (4) C1. is really a good person but does not know how to warm up to people*; seems more understanding than my mother; I wonder if I'll ever meet anyone as grand; worries about me too much; is a very quiet man; is the best man I know
- (3) N. is a successful businessman; is a——(occupation); raised a large family; is hard-working; is in—— (place); is dead (with no feeling expressed about father's death)
- (2) P1. is quite a character; cultivated my interests in sports; (activity with father—e.g., and I discuss current events daily); is OK; is all right; has my respect and admiration; is a good man; is wonderful
- (1) P2. is a very handsome and intelligent metallurgist; has a complete head of hair—hurrah!; is very nice
- (0) P3. has a wonderful sense of humor; is very congenial; is a lot of fun; is a good guy

36. I secretly . . .

- (6) C3. fear people; wish I could feel toward a man as I feel toward my roommate; hate—— (person)
- (5) C2. am unsure of myself; do things my parents would not approve of; wish to be well-liked and happy; wish I had more friends of the opposite sex; dislike my mother; hope I'll be famous
- (4) C1. wish something would happen; wish I could get married; would like to be extremely wealthy; wish I had talent; wish I had gone on with music; strive for self-improvement; wish I had never quit my job; want to go home tonight; admire people who reach their goals
- (3) N. daydream; feel very ignorant of foreign affairs; am glad I am small; want to be a success; admire certain people; smoke
- (2) P1. want to be successful as a——; want to be a——(occupation); talk to myself once in a while; wish I could paint better; wish I could sing; wish I could travel; enjoy listening to others' conversation; am in love; want a home and family
- (1) P2. have no secrets; if I tell you it won't be a secret; would like a big shining car
- (0) P3. don't dislike anyone

37. I . . .

- (6) C3. hate myself sometimes; am confused; (expression of guilt); (strong rejection of people)
- (5) C2. hope I can stay in school; think too much about myself; must learn how to think for myself; want only to be happy; am lonely
- (4) C1. hope to meet some nice boy soon; wish I were married; want to like everyone; would like to be out of college; think of I too much; want to make my parents proud of me
- (3) N. is a personal pronoun; is the most used letter of the alphabet; am 19; am an average college girl; am filling this in; have so much to do; long for sea and mountains; am free, white and twenty-one
- (2) P1. learned to fly; am learning to drive; am silly at times; love to have long roles in plays; love to dance; wish I could sleep longer
- (1) P2. enjoy talking with people; have a wonderful time with friends; am tired about thinking of ends of sentences
- (0) P3. feel good

38. Dancing . . .

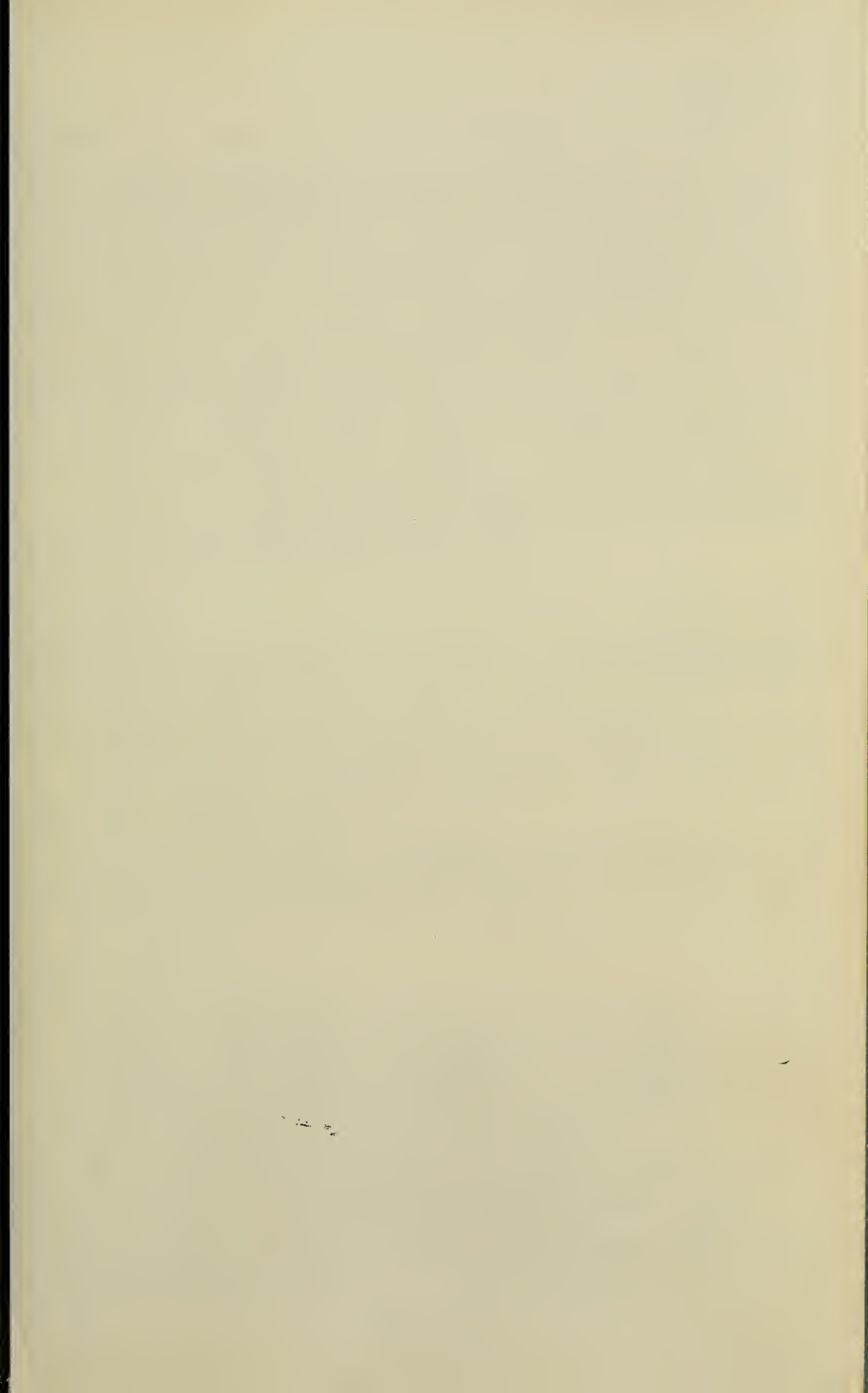
- (6) C3. frightens me; makes me self-conscious
- (5) C2. seems to be the only pastime enjoyed by students here; does not appeal to me; does not interest me; I wish I were more graceful
- (4) C1. is not one of my favorite pastimes; I would like to improve in; I like but I am not good at
- (3) N. is all right; is OK; by Katherine Dunham is most unusual; takes grace and skill; in the dark——
- (2) P1. I like to; I enjoy; is what I prefer to do on a date; appeals to me
- (1) P2. is fun; is my favorite recreation; is a wonderful pastime; I love it; is delightful; is very enjoyable
- (0) P3.

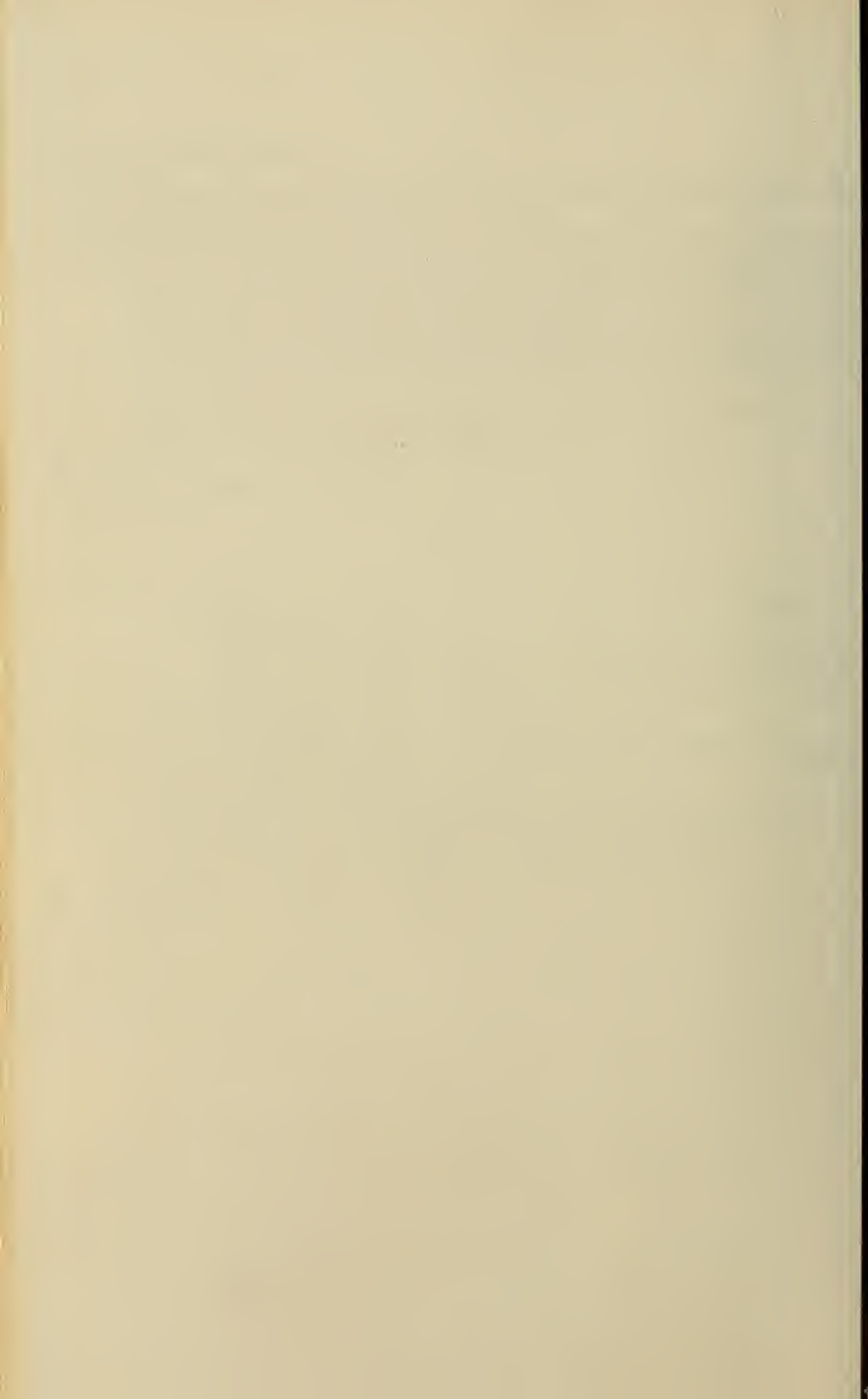
39. My greatest worry is . . .

- (6) C3. other people finding out about my past; will I ever become happy; getting along with my family; a nervous breakdown
- (5) C2. my future; being at ease with people; my dependence upon others; that I won't attain my goal; flunking out; not being accepted; disappointing my parents; (health of relatives); doing something to hurt my parents; failure; men; myself; my mother; (family affairs); (psychosomatic symptoms); self-consciousness; how to become happy; what others think; becoming economically dependent upon others; the future
- (4) C1. graduating; (general school work); financial; passing midterms; my temper; (specific course or courses); whether I accomplish all I want to; not getting married; getting in the wrong vocation
- (3) N. (writing specific paper, specific examination); this busy week; my business; (concern over society or non-personal things)
- (2) P1.
- (1) P2. not very much; don't have any
- (0) P3.

40. Most girls . . .

- (6) C3. are either giddy, self-centered, boy-crazy or narrow; are shallow, superficial, and lack true understanding
- (5) C2. live by a false sense of values;—I get along as well with them as they get along with each other*; have a false personality; are too engrossed in themselves; are not what they pretend to be; take things easier than I; are only interested in men; have more dates than I do; are too superficial
- (4) C1. chatter about nothing; are nice as casual friends; seem to be looking for a man; are fickle; aren't as dignified as they might be; are flirts; have trouble getting adjusted to college life; gossip too much
- (3) N. marry sooner or later; are neat; in Columbus wear no hats; are two people; are very self-reliant; gossip; worry about clothes; are pleasant looking
- (2) P1. have bigger worries than I do; like me; I associate with are swell
- (1) P2. are loads of fun; are fun to be with
- (0) P3. are friendly; are swell





17. When I was a child . . .

- (6) C3. I was lonely and unhappy; I almost died; I was physically inferior; I was fra^r I was sick; I was miserable; I was unhappy; I was moody; I was always sick , my stomach; I spent most of my time in a hospital; I was afraid of my father
- (5) C2. we had a happy complete home until it was broken; I played little with other children; I had great fear of people; I wanted attention and praise; I drank too much beauty; I was often punished; I was happier; I stayed by myself; I had few friends; I was very emotional; I was dominated by my sister; I was spoiled
- (4) C1. I was very small; my mother worked away from home; I was not nervous; I was very shy; I had a horrible temper; I can't remember; I was very quiet; we had a very limited income; I was fat; I was skinny
- (3) N. I was blond and skinny; I was a tomboy; I was spanked but twice; there were few girls in the neighborhood; I was a constant companion of my father; I lived on a farm; I spake as a child; I always was outdoors; I played with dolls; I traveled a lot; I wanted to be a—(occupation); I wanted to grow up
- (2) P1. I had a vivid imagination and interesting life; I always found something to do; I spent most of my happy times with my cousin; I liked school; I climbed trees; I liked to—; the gang always did what I did; I was carefree and unconcerned
- (1) P2. I was happy; I enjoyed life; I was always gay
- (0) P3. I had a wonderful time; I liked to make mud pies

18. My nerves . . .

- (6) C3. are almost always on edge; are shot; trouble me a lot; are terrible; often worry me
- (5) C2. like peace and quiet; are bad; are demonstrated in my relationship with my family; often get the better of me; are unsteady; have gotten worse since I came here; are jumpy sometimes at night; are on end; are too taut
- (4) C1. are normal, but I may have an excess of tension; are no worse than other people's; are easily upset when I am in a mood; are jumpy after a trying incident; are fairly normal although I am nervous; could be better; become fatigued if I don't get enough rest; are sometimes jittery; are suppressed
- (3) N. conduct impulses; are in my body
- (2) P1. do not seem to get on edge very readily; are fairly stable most of the time; are fairly good; are usually calm; seldom get the best of me; are well controlled
- (1) P2. are normal; don't bother me; are in good condition
- (0) P3. are fine; must get bored continually relaying messages to my brain; are very good; are steady

19. Other people . . .

- (6) C3. I seem to be afraid of them; laugh at me; are no good; annoy me
- (5) C2. seem to get along better than I; are just like I am—frustrated; fascinate me until I know them—then I'm disappointed; seem to have more confidence than I do; don't seem to care about anything but themselves; seem self-wrapped and remote; who lack depth of character try my patience; have a tendency to misjudge me; make me feel inferior; are very cruel at times; are happier; I envy; annoy me by—; often annoy me; (are stupid, narrow-minded, etc.)
- (4) C1. have their troubles too; are necessary for a well-rounded existence; don't bother me very much; have better study habits; are needed to make me happy
- (3) N. for the most part are like other people; are different; are always a mystery
- (2) P1. should enjoy the world as I; interest me; kid me
- (1) P2. have so much to offer me in just being acquainted; are usually friendly; I enjoy talking to them
- (0) P3. are swell; use sugar in their tea

20. I suffer . . .

- (6) C3. I really do; I suffer from anything; periods of depression; when people snub me or speak sharply to me; from people not wanting me; consistently; mentally as well as physically
- (5) C2. from a feeling of inferiority; from inability to warm up to people; from inability to make up my mind; mentally often, but physically seldom; from fatigue; when I have to recite in class; from love; from lack of self-confidence; in a crowd of unknown people; from loneliness; when I hurt others; (psychosomatic symptoms—e.g., insomnia, headaches, etc.)
- (4) C1. from no physical ailments; from lack of sleep; when I see others hurt; (physical ailments—e.g., sinus, cramps, etc.)
- (3) N. from a cold at the present; sitting through a dull class; from being so busy; in final exams; not knowing how to cook; from putting things off; (in cold or hot weather); from laziness
- (2) P1. mostly from study; no disadvantage
- (1) P2. very little; no physical or mental strain; little
- (0) P3. from nothing; not at all

21. I failed . . .

- (6) C3. to be of much use to anyone; miserably; to find happiness
- (5) C2. to accomplish my goal; no one but myself; so many things that people expected me to do; to live up to my father's ideals; to fulfill my mother's expectation; to get love and attention when I was a child; to learn to control my emotions; to develop socially; to learn how to relax; often to see my mistakes in time; to stick to my convictions; to develop as pleasing a personality as I would like; to get the man I really loved; to develop a desirable relationship with my mother; the things I never tried
- (4) C1. (academic failure with rationalization); to make as good grades as I had planned; a course and got a positive value from it; to take advantages of all opportunities in high school; to study enough last quarter; nothing I really tried to do
- (3) N. (academic subject with no rationalization); nothing; to read the assignment; to like accounting; to do everything I planned; to make an appointment
- (2) P1. to finish a sweater; to get up in the morning; to get the point of this test; but keep on trying
- (1) P2. to hear the alarm ring
- (0) P3.

22. Reading . . .

General: A "C" response is one which suggests that reading is the *chief* source of satisfaction, whereas "P" responses imply enjoyment of reading but not the probable substitution of reading for other activities.

- (6) C3. is a means of escape
- (5) C2. is one of the few things that can give lasting enjoyment*; is easier for me when I am alone; is difficult for me; is one of my weak points; gives me little enjoyment; is good exercise to improve one's concentration power
- (4) C1. is my favorite occupation (hobby, pastime); can be a world in itself; makes me sleepy; relaxes me; is enjoyable if not technically dry
- (3) N. and writing are taught in school; is broadening; is interesting; is good for rainy days; is something I do a lot of; the newspaper is a daily pastime; was my best skill in school; I enjoy reading poetry; used to be a main occupation but not anymore
- (2) P1. is a pleasant pastime; is an enjoyable hobby; is a favorite hobby; is one of my hobbies; is very worthwhile
- (1) P2. is a pleasure; I love to read; is something that I enjoy very much; is fun
- (0) P3.

23. My mind . . .

- (6) C3. is confused; is all mixed up; is so mixed up at times; is in a whirl; is almost a complete blank when I am confronted with a certain teacher I detest*
- (5) C2. tires me sometimes—I wish it could stop thinking; functions well when I am not tense or aware of myself*; is often disorganized; is not made up; is a complete blank most of the time; *sometimes* becomes very confused; is unable to concentrate; demands explanation of my friends' and my own behavior
- (4) C1. I wish it would comprehend more; is not well trained for thinking; should be stimulated; is bored; wanders; is easily swayed; is mediocre; is only average; is occupied with the future; seems to work overtime
- (3) N. is a blank; is made up; is a mystery to me; is an enigma; is full of many things; is dull in the morning; is lazy but good;—there is no mind in psychology
- (2) P1. is easily made up; is active; is average
- (1) P2. is open to new ideas; is made up as to my goals (vocation)
- (0) P3. seems free and uncluttered; is alert and stable; is clear; is good

24. The future . . .

- (6) C3. seems to hold little; is in vain; looks black; is hopeless; I hate to think about; I have no future
- (5) C2. worries me a little because I can't seem to choose a vocation that interests me*; seems none too secure; worries me; is dark; is *too* uncertain; makes the present bearable
- (4) C1. is not planned; holds much in store if I know what to search for*; is black *for the world*; keeps me wondering
- (3) N. is uncertain; is vague; is unknown; is indefinite; is unpredictable; is ahead; seems never to arrive; will tell; reflects on the past; holds many surprises; looks dark according to some of our learned men; of the world (society) depends on——
- (2) P1. seems rosy at times and hazy at others; is of great interest to me; (statement of any realistic plans for future); is planned as much as it can be; depends on the present; is uncertain but nice; looks brighter than the past has been
- (1) P2. is full of wonder and expectation—but so unpredictable; looks good; never worries me; seems pretty bright
- (0) P3. looks well; seems very bright; is lined up and promising; holds happiness; looks wonderful

25. I need . . .

- (6) C3. help; to find myself; solitude; help in solving my problems
- (5) C2. love, affection and security; someone to be interested in my success or failure; a feeling of usefulness; someone to understand me; someone to stand with me; love; friendly companionship of others; more close friends; someone I can depend upon; more self-confidence; to grow up
- (4) C1. to deal more with people; money; (to lose or gain weight); more sleep most of the time; more time for meditation; more will power; better study habits; help in school work; special help in chemistry
- (3) N. (items of clothing or articles of use); to get good grades; to be busy; a vacation; lots of things
- (2) P1. more time to complete this test; more free time; something to eat; a man
- (1) P2. nothing; more time for all my interests
- (0) P3.

26. Marriage . . .

- (6) C3. is a mistake; is not for me
- (5) C2. is often merely an expected standard of society; is bliss for 99 per cent of the people; seems to fit so few couples well; I want after I have attained my goal
- (4) C1. (most *if* statements—e.g., is wonderful if you marry the right person); is a wonderful institution if handled fairly; has advantages and disadvantages; is a great test of adjustment; is more important than anything; is not all bliss; does not interest me right now; is a long way off for me
- (3) N. is in the picture; in about five years; after graduation; is the foundation of the home; is an institution; is a private affair; is a serious step
- (2) P1. is something I hope the near future holds for me; is one of my goals; is something I am looking forward to; is my future; is my next big step; is important for me; intrigues me; is a *great* institution
- (1) P2. is real companionship; I am all for it
- (0) P3. has made me very happy; is wonderful

27. I am best when . . .

General: To clarify the distinction between "C" and "P" responses—a response which has the implication that the individual feels adequate and secure with only a *limited* or *restricted* group of people whom she knows very well, is scored "C"; whereas a response which has merely the implication that she likes to be with friends, is a "P" response.

- (6) C3.
- (5) C2. alone; I forget others are around; I am secure; I have recognition; people appreciate me; I am encouraged but not dominated; I have confidence; I am at ease; excited and emotional
- (4) C1. alone with one person who knows me well; I am with people I know well; with true friends; in familiar surroundings
- (3) N. I am happy; I am busy; I have completed an assigned task; (weather—e.g., when it is warm); that is the question when; I am rested
- (2) P1. I can help someone; doing something I enjoy; I am asleep; someone laughs at my jokes; I am creating; (participation in activity)
- (1) P2. with a crowd of friends; with people (in general)
- (0) P3.

28. Sometimes . . .

- (6) C3. I wonder what I am living for; I get *very* discouraged; I would like to run away; I think there is no use; I become very depressed; things seem hopeless; I am afraid of everything; I am stupidly sensitive; I feel blue and sorry for myself; (hopelessness and suicidal wishes)
- (5) C2. I am very lonely; I get into bad moods; I am blue; I am temperamental and restless; I wish my life had been different; I wish I were an island native and could relax; I wonder about God; I get discouraged; I could cry; I worry about things of no major importance; I wish I were a boy; I get *very* homesick
- (4) C1. I feel like quitting school; I daydream too often; I wish I had a career which interested me; I wish I know what the future holds; I like to be by myself; what I must do is not the things I want to do^o; I would like to move from this city; I wonder why I have been so fortunate; I feel very important; I'm afraid I won't be able to reach my goals; it is hard to concentrate; I say the dumbest things; I get bored; I get homesick
- (3) N. I am happy, sometimes I am blue; I feel I could write; I wonder; I'd like to sleep and sleep
- (2) P1. ambulance sirens sound like subway cars; I feel I could do anything; I like to—— (any activity); I'd like more recreation
- (1) P2. people think I make bread pudding too often; I am very happy; I wonder who made these tests
- (0) P3.

29. What pains me . . .

- (6) C3. is my home life; is to be unwanted
- (5) C2. is people's indifference to each other; is not getting anywhere; is having to function in a social situation; is that I don't know the wise thing to do until I have done the unwise*; is not physical but mental; is to see my family lack anything; is to hurt someone; is to make someone unhappy; my weight; is criticism; is not doing things as well as I should; is to see blood; (psychosomatic complaints); (people who threaten)
- (4) C1. is lack of beauty in everyday life; people who make fun of my field; arrogant people; people who gripe; conceited people; embarrassing situations; when I know something and can't express it; is that I eat too much; my facial expression which appears as boredom; to see someone being hurt; to see people suffer needlessly; people with bad manners; (physical complaints)
- (3) N. (weather); low grades; piling unnecessary work on students; lack of time; race prejudice; (political viewpoints); does not pain others
- (2) P1. is getting up early in the morning; is the alarm clock; two tests in one day; pains most people
- (1) P2. is not important; nothing
- (0) P3.

30. I hate . . .

- (6) C3. people; almost everyone; to be nervous or afraid; myself; men; not being liked by others
- (5) C2. some of the conditions imposed by life; to ask people to do things; people who are insensitive to others; my inconsistencies of mind; being told what to do; over-affectionate people; week ends alone; to be unable to answer a question in class; not to do the best work possible; flighty girls; two-faced men; (religious or racial groups)
- (4) C1. to eat alone; bad manners; stinginess; to have to do anything at a specific time; to worry about money; (kinds of people generally considered offensive—e.g., snobs); narrow minds; to hurt people; not doing something well; to do something I don't like; (specific school subjects)
- (3) N. intolerance; prejudice; (kinds of books or movies); our lunches at the dorm; to write letters; blue jeans; (weather); cats; insects; (kinds of food—e.g., turnips); the word "hate"
- (2) P1. to get up in the morning; climbing four flights of stairs daily in U-Hall; (acceptedly unpleasant tasks—e.g., to wash dishes)
- (1) P2. never; nothing; nobody; to come back from vacation
- (0) P3.

31. This school . . .

- (6) C3. is a very cold, unfriendly place; I hate it; is driving me nuts
- (5) C2. (strong criticism of school—e.g., is no good); is very disorganized; is very impersonal and hurried
- (4) C1. is too big; works on a mass production basis; is merely a machine; is too crowded to accomplish its purpose; has good courses but poor system of grading; I prefer smaller colleges; is a very rushing one; (mild criticism of school); is run by politics; has helped me a lot
- (3) N. is typically midwestern; is overcrowded; is a big one; is very large; is a busy place; is average
- (2) P1. is stimulating; has a lot to offer; has many opportunities; has a good_____ department
- (1) P2. I like very much; is a good school in most respects
- (0) P3. has lived up to all my expectations; is wonderful; is hard to beat; is swell

32. I am very . . .

- (6) C3. nervous; unhappy; lonesome; dissatisfied with myself; confused at this time
- (5) C2. anxious to make better adjustments; glad I was able to express my feelings; concerned about my family; emotional; moody at times; self-centered; self-conscious; self-conscious about my size; introspective; conscientious; extreme
- (4) C1. happy when I really understand something; undecided about a choice of vocation; sorry I can't be a doctor; fickle; sorry I fell in love; particular about the men I go out with; frank at times; (worried about specific subjects, grades); much against women smoking; sympathetic and understanding; sorry when I say mean things
- (3) N. glad it is spring and the flowers are out; certain I am spending too much time filling out this sheet; hungry; sleepy; thirsty; tired; (anxious to see someone)
- (2) P1. interested in——(any activity); glad I came to this school; interested in what goes on about me; friendly; fond of my friends; agreeable to most things people want to do; good at——(any activity)
- (1) P2. satisfied with school; happy in——(any activity)
- (0) P3. happy; contented

33. The only trouble . . .

- (6) C3. is worry about my family; is I can't think; is that I am afraid of social situations
- (5) C2. is too many troubles; is that I wonder if I am selfish; with the world is the people; is that everyone is too self-centered; is governing myself; is I lose interest in many things; is lack of confidence; is I can't reconcile myself to failure; is I must report most of my moves and activities to my parents^a; is I don't have time to reach my goals; is jealousy; is worrying about grades
- (4) C1. with school is that classes are too large; is that I haven't a hobby; with me is that I am lazy; is financial; is too much hurrying; with being short is the physical inconvenience; is I have to study; is making good grades; is that I have to work while I am in school
- (3) N. is that the world is so unsettled; (weather, climate); is the long hours needed for studying; with dorm life is the food
- (2) P1. is too much to do and too little time; only 24 hours in a day; is getting up so early
- (1) P2. is little; is nothing; no trouble; with my landlady is her marked forgetfulness
- (0) P3. when I bake is that the food disappears too quickly

34. I wish . . .

- (6) C3. I was different; I had never been born; I had a normal social life
- (5) C2. I were completely independent; I could feel that some day I will be useful; I would have gotten help sooner; I were more self-confident; I had a more pleasing personality; I were more intelligent; I were home; I had a definite goal in life; I could marry someone with qualities like my dad; I could do something very well or the best
- (4) C1. that everyone were really content; I could get better grades; I could decide upon a vocation; I had wisdom, understanding and wealth; I had more money; I were out of school and could be married; to be a success in life; I were capable of majoring in——; I were very sophisticated; I could go “active” in my sorority; it was——years from now; I were married
- (3) N. I would get a letter from——; I would get a 4. grade average; I were in—— (place); I could find a——(dress, article shopped for); that winter would pass; I were graduating; I knew what the future holds
- (2) P1. I knew the purpose of this questionnaire; I had more time; I could travel; I could help others more; (to learn a sport or skill); to gain more knowledge
- (1) P2.
- (0) P3. for nothing more

35. My father . . .

- (6) C3. hasn't been home since I was 12 years old; still frightens me; is a stranger to me; is alcoholic
- (5) C2. isn't going to change and I wish he would; is not ambitious enough; is pretty strict; and I were never too close; has always made us work very hard at home; is (was) so good to me; antagonizes me; is angry with me; isn't sociable at home; is dead but I think of him a lot
- (4) C1. is really a good person but does not know how to warm up to people*; seems more understanding than my mother; I wonder if I'll ever meet anyone as grand; worries about me too much; is a very quiet man; is the best man I know
- (3) N. is a successful businessman; is a——(occupation); raised a large family; is hard-working; is in—— (place); is dead (with no feeling expressed about father's death)
- (2) P1. is quite a character; cultivated my interests in sports; (activity with father—e.g., and I discuss current events daily); is OK; is all right; has my respect and admiration; is a good man; is wonderful
- (1) P2. is a very handsome and intelligent metallurgist; has a complete head of hair—hurrah!; is very nice
- (0) P3. has a wonderful sense of humor; is very congenial; is a lot of fun; is a good guy

36. I secretly . . .

- (6) C3. fear people; wish I could feel toward a man as I feel toward my roommate; hate—— (person)
- (5) C2. am unsure of myself; do things my parents would not approve of; wish to be well-liked and happy; wish I had more friends of the opposite sex; dislike my mother; hope I'll be famous
- (4) C1. wish something would happen; wish I could get married; would like to be extremely wealthy; wish I had talent; wish I had gone on with music; strive for self-improvement; wish I had never quit my job; want to go home tonight; admire people who reach their goals
- (3) N. daydream; feel very ignorant of foreign affairs; am glad I am small; want to be a success; admire certain people; smoke
- (2) P1. want to be successful as a——; want to be a——(occupation); talk to myself once in a while; wish I could paint better; wish I could sing; wish I could travel; enjoy listening to others' conversation; am in love; want a home and family
- (1) P2. have no secrets; if I tell you it won't be a secret; would like a big shining car
- (0) P3. don't dislike anyone

37. I . . .

- (6) C3. hate myself sometimes; am confused; (expression of guilt); (strong rejection of people)
- (5) C2. hope I can stay in school; think too much about myself; must learn how to think for myself; want only to be happy; am lonely
- (4) C1. hope to meet some nice boy soon; wish I were married; want to like everyone; would like to be out of college; think of I too much; want to make my parents proud of me
- (3) N. is a personal pronoun; is the most used letter of the alphabet; am 19; am an average college girl; am filling this in; have so much to do; long for sea and mountains; am free, white and twenty-one
- (2) P1. learned to fly; am learning to drive; am silly at times; love to have long roles in plays; love to dance; wish I could sleep longer
- (1) P2. enjoy talking with people; have a wonderful time with friends; am tired about thinking of ends of sentences
- (0) P3. feel good

38. Dancing . . .

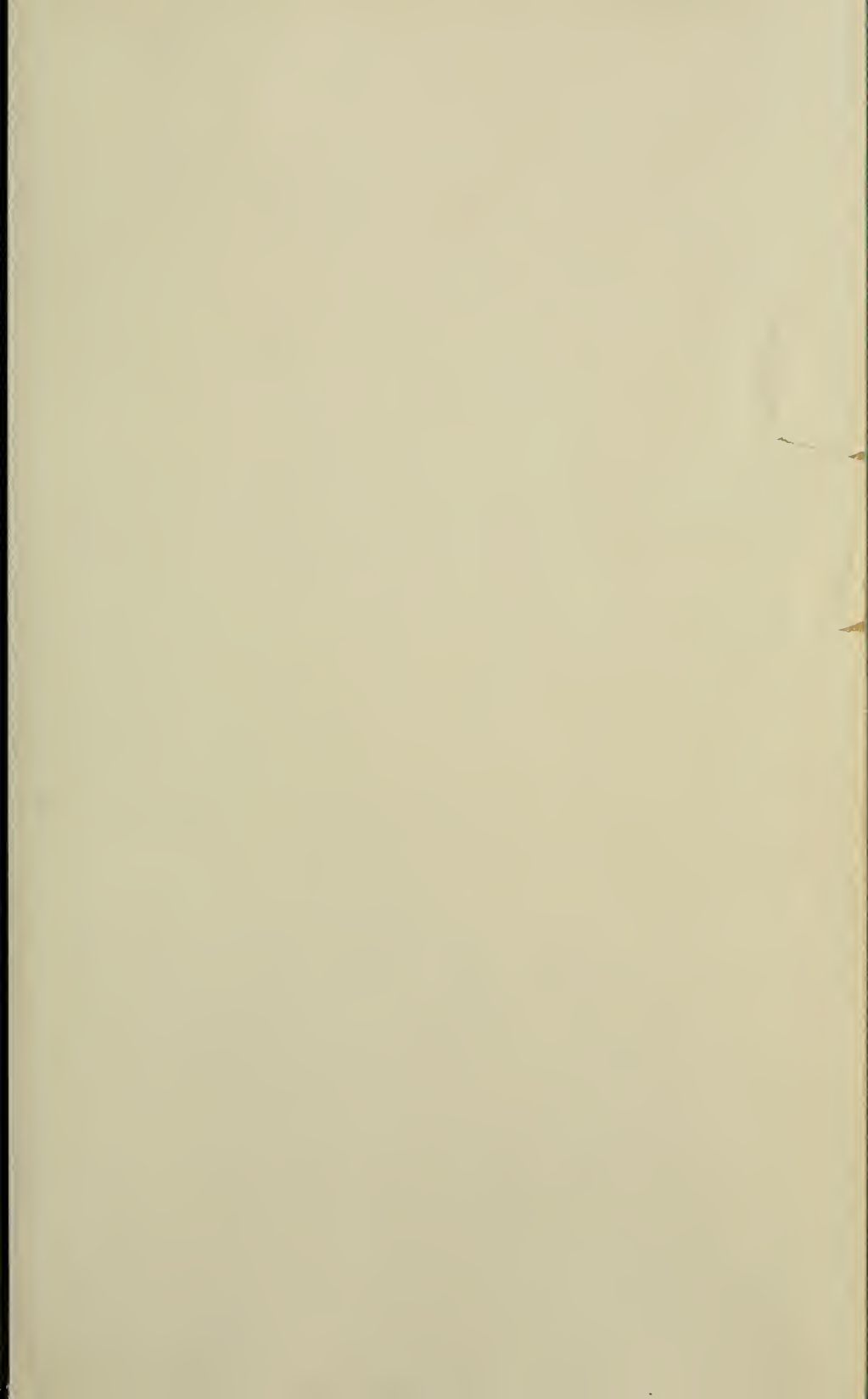
- (6) C3. frightens me; makes me self-conscious
- (5) C2. seems to be the only pastime enjoyed by students here; does not appeal to me; does not interest me; I wish I were more graceful
- (4) C1. is not one of my favorite pastimes; I would like to improve in; I like but I am not good at
- (3) N. is all right; is OK; by Katherine Dunham is most unusual; takes grace and skill; in the dark——
- (2) P1. I like to; I enjoy; is what I prefer to do on a date; appeals to me
- (1) P2. is fun; is my favorite recreation; is a wonderful pastime; I love it; is delightful; is very enjoyable
- (0) P3.

39. My greatest worry is . . .

- (6) C3. other people finding out about my past; will I ever become happy; getting along with my family; a nervous breakdown
- (5) C2. my future; being at ease with people; my dependence upon others; that I won't attain my goal; flunking out; not being accepted; disappointing my parents; (health of relatives); doing something to hurt my parents; failure; men; myself; my mother; (family affairs); (psychosomatic symptoms); self-consciousness; how to become happy; what others think; becoming economically dependent upon others; the future
- (4) C1. graduating; (general school work); financial; passing midterms; my temper; (specific course or courses); whether I accomplish all I want to; not getting married; getting in the wrong vocation
- (3) N. (writing specific paper, specific examination); this busy week; my business; (concern over society or non-personal things)
- (2) P1.
- (1) P2. not very much; don't have any
- (0) P3.

40. Most girls . . .

- (6) C3. are either giddy, self-centered, boy-crazy or narrow; are shallow, superficial, and lack true understanding
- (5) C2. live by a false sense of values;—I get along as well with them as they get along with each other*; have a false personality; are too engrossed in themselves; are not what they pretend to be; take things easier than I; are only interested in men; have more dates than I do; are too superficial
- (4) C1. chatter about nothing; are nice as casual friends; seem to be looking for a man; are fickle; aren't as dignified as they might be; are flirts; have trouble getting adjusted to college life; gossip too much
- (3) N. marry sooner or later; are neat; in Columbus wear no hats; are two people; are very self-reliant; gossip; worry about clothes; are pleasant looking
- (2) P1. have bigger worries than I do; like me; I associate with are swell
- (1) P2. are loads of fun; are fun to be with
- (0) P3. are friendly; are swell



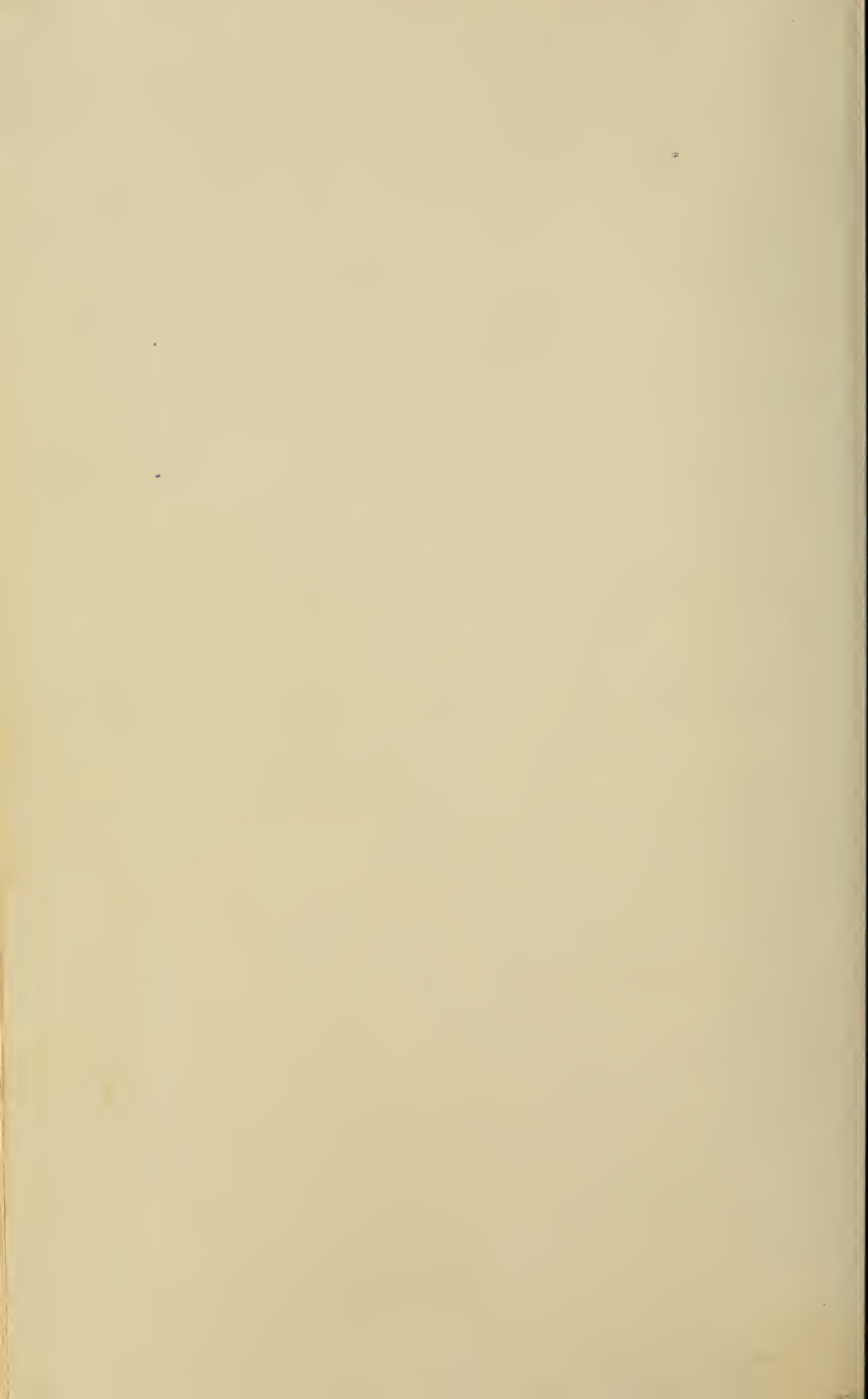
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